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ABSTRACT

This curriculum standards guide for Kansas presents the following mission statement: the goal of civics/government, economics, geography, and history curricula is to enable students by systematic study to acquire the knowledge, skill, and judgment to continue to learn for themselves; to participate intelligently, justly, and responsibly in civic life and in deliberation about local, national, and international issues; and to enrich private life. The guide is organized by disciplines (each of which embodies a distinctive mode of thought) and provides standards, benchmarks, and indicators that are specific and rich in content and presented by grade level as well as by discipline. For civics/government, the guide explains how to use the standards and presents five benchmarks (Rule of Law; Civic Values; U.S. Constitution; Rights, Privileges, Responsibilities; Government Systems). For economics, the guide explains how to use the standards and presents five benchmarks (Scarcity; Market Economy; Economic Systems; Role of Government; Decision Making). For geography, the guide explains how to use the standards and presents five benchmarks (Maps and Location; Regions; Physical Systems; Human Systems; Human-Environment Interactions). For history, the guide explains how to use the standards and presents separate benchmarks for Kansas history, United States history, and world history. Seven appendixes are attached: (1) "Do You Know the Requirements?"; (2) "Glossary"; (3) "Interdisciplinary Approach Ideas"; (4) "Geographic Locations To Know"; (5) "World History Content Outline"; (6) "Resources"; and (7) "Standards Document Writers." (BT)

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The Kansas Curricular Standards for Civics-Government, Economics, Geography and History

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MISSION STATEMENT

The goal of civics/government, economics, geography, and history curricula is to enable students by systematic study to acquire the knowledge, skill, and judgment to continue to learn for themselves; to participate intelligently, justly, and responsibly in civic life, and in deliberation about local, national, and international issues; and to enrich private life.

PREFACE

In April, 1998, the Kansas State Board of Education appointed a committee of teachers, social studies professionals and citizens to define what Kansas students should know and be able to do in civics-government, economics, geography and history. The committee's work included research into state and national standards and best practice, analysis of input from teachers and the public, and the creation of several drafts and revisions. This document focuses on knowledge and skills related to the human experience and is intended as a framework for curriculum, instruction, assessment, and teacher preparation. In democratic societies, a working knowledge of civics-government, economics, geography and history is essential to effective citizenship.

This document is organized by disciplines. Each discipline embodies a distinctive mode of thought, and every effort has been made to respect and reinforce the integrity of these disciplines. Standards, benchmarks and indicators which are specific and rich in content are presented by grade-level as well as by discipline. While they provide a uniform guide for instruction, they do not restrict how and when content is taught. These decisions are left to teachers and local districts.

The integration of knowledge drawn from distinct disciplines is an important issue in all learning, nowhere more so than in those that deal with the human experience. Key social studies learnings emerge from the disciplines of civics-government, economics, geography, and history, which are interrelated and support each other. Therefore, for meaningful understanding students need learning experiences built upon major concepts across disciplines (See Appendix 3 for Interdisciplinary Ideas). A concerted effort was made to ensure that benchmarks and indicators could be accomplished in the classroom using an integrated approach, if desired. For example, fifth grade teachers presenting the historical basis for the American Revolution can effectively incorporate civics-government, economic, and geography indicators at the same time. In addition, students can build understanding about the major concepts in successive grade levels.

Beyond shaping student instruction and assessment, these standards are intended to provide direction and guidance for staff development and teacher preparation and recertification. Underlying this document is the belief that both subject knowledge and teaching expertise are essential for effective instruction.

If you are a teacher... This document will help you understand state standards in each discipline and how they can be used in your classroom. Indicators for state assessment are clearly spelled out. Instructional suggestions are interspersed throughout the document and will help you in planning instruction.

If you are an administrator or curriculum specialist... This document will help you design and deliver local curriculum in each discipline. It will help you align district curriculum with Kansas standards. Indicators marked for assessment provide additional guidance to the district.

If you are a pre-service teacher or college/university faculty member... This document provides guidance for preparation of teachers in each discipline. It clearly spells out critical content and process skills needed for effective K-12 teachers in each of the disciplines.

If you are a parent or community member... This document outlines the expectations for Kansas students in each discipline. It describes content and skills for which students will be held accountable. The glossary and other appendices clarify the direction and meaning of the standards.

The document presents standards, benchmarks and indicators.

> **Standard:** a standard is a general statement of what a student should know and be able to do in academic subjects. For the purpose of this document, standards are defined for civics-government, economics, geography and history.
>
> **Benchmark:** a benchmark is a specific statement of what a student should know at a specific time. For the purpose of this document, benchmarks are defined for grades two, four, six, eight and eleven.
>
> **Indicator:** an indicator is a specific statement of knowledge or skills, which a student demonstrates in order to meet a benchmark.
>
> **Instructional Suggestion:** an instructional suggestion is a lesson, idea, or activity in which a student demonstrates the knowledge or skill described in an indicator. These are suggestions only. (Note: To be included in field ready version).

Explanation of Key

Key:	
Δ	Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8, or 11) is indicated. *In general, items marked for assessment at each grade level provide the basic foundation needed to be successful with items marked for assessment at subsequent grade levels.*
•	Indicators suggested for local assessment
i.e.	Testable items
e.g.	Provided examples
illustration	Illustration provided

The Kansas Curricular Standards for Civics-Government, Economics, Geography, and History

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PROGRAM SCOPE
ESSENTIAL CONCEPTS
K-2

Civics/ Government	Economics	Geography	History	Suggested Skills/Processes
• Rules Around Us • American ideals and Symbols • US Constitution: The Rules for our Country • Rights and privileges • The Making of Rules	• Scarcity of Resources • Producers and Consumers • Goods and Services • Local Government Services • Personal Economic Decisions	• Exploring Our Neighborhood • Plants, Animals, and Habitats - Local • Elements of Maps • Weather, Climate, Seasons • Where People Live and Work • People and Their Environment	• Symbols: Famous People, Landmarks, Documents • Holidays and Traditions • Communities, Places • Kansas Land	• Chronological Order • Locating Information Using a Variety of Sources • Mapping Skills • Money/Exchange • Compare/contrast • Responding to Literature • Story Retelling • Speaking to Present Ideas • Roles of Citizens • Problem Solving

PROGRAM SCOPE
ESSENTIAL CONCEPTS
3-4

Civics/ Government	Economics	Geography	History	Suggested Skills/Processes
• Reasons for Rules • Diversity Within our Republic • Three Branches of Government • Rights and Roles of a Citizen • Different Governments	• Producing and Consuming Goods and Services • Economic Inter-Dependence Among Communities • Exchange of Goods and Services • State and Local Government Services and Revenue • Opportunity Cost of Decisions	• Terminology and Tools • Knowing Locations • Community • US Regions • Kansas • Earth's Physical Components and Processes • Natural Resources • Migration and Effects of Immigration • Human Activities and the Environment	• Settlement • Local and Regional History • Cultures • Impact of Individuals and Inventions	• Creating and Using Timelines • Locating Main Ideas and Details • Story Retelling • Comprehension and Composition Skills • Illustration and Map Drawing • Reading Various Types of Maps • Graphic Organizers • Problem Solving • Introductory Computer Research Skills • Collecting, Organizing, and Presenting Data • Observing • Memorizing • Differentiating Between Primary and Secondary Resources

PROGRAM SCOPE
ESSENTIAL CONCEPTS
5-6

Civics/ Government	Economics	Geography	History	Suggested Skills/Processes
• Consequences of Governance • Republican System • How the Federal/State Government Works • Citizenship in Action • Government Systems	• Choice and Opportunity Cost • Entrepreneurs and Productivity • Basic Supply and Demand • Banking and Trade • Costs and Benefits	• Maps and Globe • Knowing Locations • Eastern U.S., Mediterranean, W. Europe, S. and E. Asia, Central America, and Mexico • Distribution of Ecosystems • Sense of Place • Resource Use • Cause and Effect of Changes on Earth	• Exploration • Colonization • Revolution • US Constitution • Ancient Civilizations, Medieval Times, and the Renaissance	• Locating and Evaluating Sources • Problem Solving • Computer Research (Internet, etc.) • Recognizing Historical Perspectives • Presenting Historical Information • Collecting, Organizing, Presenting Data • Comparing Cost and Benefits • Analyzing Supply and Demand • Memorizing • Interpreting Maps • Reasoned Persuasion • Cause and Effect

PROGRAM SCOPE
ESSENTIAL CONCEPTS
7-8

Civics/ Government	Economics	Geography	History	Suggested Skills/Processes
• Purpose, Function, and Limits of Laws • The US Constitution and Individual Rights and Responsibilities • Checks and Balances in Governments • Political Systems • Structure and Function of the US and State Governments	• Scarcity, Substitutes, and Complements • Market Economy • Economic Institutions • Role of Government in the Economy • Credit and Economic Decision Making	• Tools of Geographers • Knowing Locations • World Regions • US Regions • Kansas • Physical Processes and Patterns • Cultural Characteristics and Patterns • Population Demographics • Economic Interdependence • Interactions Between People and Environment • Impact Of Technology	• Kansas Studies • US History 1800-1900 • History of World Regions	• Evaluating Written and Non-written Sources • Evaluating Historical Events, Perspectives Then and Now • Compare/Contrast/ Analyze • Cause/Effect • Decision Making • Organizing Information (outlining, summarizing, & citing) • Collecting, Organizing, and Presenting Data Using Primary and Secondary Sources • Framing Historical Questions • Graphic Organizers • Map Making Skills • Computer Research • Utilizing Local Resources - Museums, Libraries, etc. • Multi-media Presentations (i.e., computer presentations) • Problem Solving • Analyze Maps

PROGRAM SCOPE
ESSENTIAL CONCEPTS
9-12

Civics/ Government	Economics	Geography	History	Suggested Skills/Processes
• Freedoms and Restrictions of Civil Rights • Individual Freedom vs. Public Good • In-depth US Constitution Study • Civil Rights and the Political Process • Comparative Political Systems	• Supply and Demand • Gross Domestic Product • Economic Systems and International Trade • Role of U.S. Government and Federal Reserve System • Work, Income, Spending, Saving, Credit and Taxes	• Geographic Tools • Applying Location Knowledge • Geographic Issues: Explaining the Past, Present, and Future • Dynamics of Physical Processes • Conflict and Cooperation • Population Changes: Trends and Impacts • Interdependent/Inter-connected World	• US Twentieth Century • Attitudes and Changes Throughout US History • World History	• Evaluating the Objectivity and Validity of Sources • Presenting a Well-Supported Historical Argument • Analyzing Issues • Compare/Contrast • Drawing Conclusions • Graphic Organizers • Specialized Map Making and Interpretation • Problem Solving • Collecting, Organizing, Presenting, and Evaluating Data • Research Skills • Computer Research Skills • Creating and Analyzing a Supply/Demand Graph

Kansas

Standards

by

Discipline

Using the Civics-Government Standards

The American's Creed

"I believe in the United States of America as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic, a sovereign Nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American Patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and defend it against all enemies."

William Tyler Page, 1917
(excerpts from famous American documents and the official national creed since 1918)

Civics and government are central to the major purpose of social studies education: the preparation of informed citizens. Study of political processes and structures of government, grounded in the understanding of constitutional government under the rule of law, provides students with the knowledge and skills needed to become effective participatory citizens in our democratic republic.

Students need the knowledge and skills to be informed, responsible citizens who can participate in public life. They should be aware of their rights, responsibilities, and privileges. They should understand the basic principles of government, be able to apply that knowledge, develop skills to evaluate public officials and government, and know and practice the skills of good citizenship. The Preamble to the Constitution states that citizens should "...secure the blessings of liberty to ourselves and our posterity." The challenge exists that we understand the blessings of liberty and accept the obligation to preserve them for our posterity. Students should become informed and involved in preserving the blessings of liberty in order that these blessings may not be diminished.

The Kansas Civics Government Standards embody a set of enduring concepts and challenging expectations for all students. The Kansas document provides essential civic/government subject matter, skills, and perspectives to be used in developing district curriculum. This document will help teachers decide what to teach, at what grade levels to teach it, and what to expect from students. Even though this document addresses each discipline separately, integration is an option and a graphic organizer in the appendix addresses integration possibilities. In order to avoid repetitiveness, some topic covered by the history standards were not repeated in civics/government indicators. It should be noted that the assessment at the eleventh grade level occurs before most KS high schools offer the government course. Therefore, testable items were selected from indicators students should have the opportunity to learn without that specific course. It is to be remembered that assessments do not test a grade, but the entire program from kindergarten to the grade level taking the assessment.

CIVICS-GOVERNMENT

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional government, and the rights, privileges, and responsibilities to become active participants in the democratic process.

Benchmark 1: The student understands the **rule of law** as it applies to family, school, local, state and national **governments**.

By the end of Second Grade

Indicators:

The student:

- 1. describes the need for rules in the family, school, and **community**.
  2. discusses safety rules (e.g., poison, traffic, fire, playground).

By the end of Fourth Grade

Indicators:

The student:

6 Δ 1. explains the purpose of rules and laws and why they are important in school, **community**, state and nation.

6 Δ 2. applies criteria useful in evaluating rules and laws (i.e., **common good** vs. individual **rights**, possible to follow).

3. names the capital of Kansas and the United States and defines the purpose of a capital.

By the end of Sixth Grade

Indicators:

The student:

1. explains the possible consequences of the absence of **government**, rules, and laws (e.g., issues of **community** safety, courtesy, rules and referees of games, playground rules).

- 2. understands the function of the state and national capitols (e.g., lawmaking, seat of **government**, home of leader, home of supreme courts).

By the end of Eighth Grade

Indicators:

The student:

8 Δ 1. distinguishes between state and federal law as it applies to individual citizens.

8 Δ 2. distinguishes between criminal and civil laws as it applies to individual citizens.

8 Δ 3. explains how juveniles and adults are treated differently under the law.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

11 Δ 4. evaluates the importance of the **rule of law** in establishing limits on both state and federal **government** and the governed, protecting individual **rights** and promoting the **common good**.

By the end of Twelfth Grade

Indicators:

The student:

1. evaluates the purpose and function of law.

11 Δ 2. analyzes how the **rule of law** can be used to restrict the action of private citizens and **government** officials in order to protect the **rights** of individuals and to promote the **common good** (i.e., **eminent domain**, **martial law** during disasters, health and safety issues).

3. explains the meaning of the terms civic life, politics, and **governments**.

• 4. explains competing ideas regarding the relationship between political and economic freedoms.

Benchmark 2: The student understands the shared ideals and the diversity of American society and political **culture**.

By the end of Second Grade

Indicators:

The student:

6 Δ 1. knows how various symbols are used to depict Americans shared values, principles, and beliefs (i.e., eagle, flag, seals, and pledge).

2. knows the qualities of law-abiding citizens (e.g., honesty, courage, **patriotism**, respect).

By the end of Fourth Grade

Indicators:

The student:

1. understands that **civic values** are influenced by people's beliefs and **needs** (e.g., need for safety, health, and well-being).

6 Δ 2. describes the similarities and unique qualities of cultures in the United States.

By the end of Sixth Grade

Indicators:

The student:

6 Δ 1. describes the democratic principles embodied in the Declaration of Independence and the **Constitution** of the U.S. including the Bill of Rights.

2. recognizes that The Magna Carta, Mayflower Compact, Articles of Confederation, and other similar documents influenced the development of American Constitutional **government**.

3. recognizes the consequences of violating the **rights** of others.

6 Δ 4. explains the principles and ideals of the American democratic system (i.e., liberty, justice, equality of opportunity, and human dignity).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

- 5. recognizes the important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).

By the end of Eighth Grade

Indicators:

The student:

8 Δ 1. defines the **rights** guaranteed, granted and protected by the state and federal **constitution** and the amendments including the Bill of Rights.

11 Δ 2. explains the recurring issues and solutions involving the **rights** and responsibilities of the individual (i.e., **affirmative action**, gender **equity**).

- 3. explains the importance of respect for the law, a good education, **work ethic**, **equal opportunity**, and volunteerism.

By the end of the Twelfth Grade

Indicators:

The student:

11 Δ 1. recognizes that a nation's values are embodied in its **constitution**, statutes, and important court cases (i.e., *Dred Scott v. Sanford, Plessy v. Ferguson, Brown v. Topeka Board of Education).*

2. describes how citizens' responsibilities require subordination of their personal **rights** and interests for the public good (justice, fairness, **equity**).

11 Δ 3. knows core **civic values** inherent in the founding documents that have been the focus for unity in American **society**.

11 Δ 4. explains the importance of shared political and **civic values** and beliefs to the maintenance of a **government** by constitution in a diverse American **society** (i.e., freedoms and responsibilities within the Bill of Rights, civil **rights** amendments and other documents that lead to a **government** by constitution).

5. identifies and explains the fundamental values and principles of the American constitutional **republic** as expressed in historical documents and speeches; and ways in which these values and principles can be in conflict

6. explains the meaning of citizenship in the United States.

Benchmark 3: The student understands how the U.S. **Constitution** allocates and restricts power and responsibility in the **government**.

By the end of Second Grade

Indicators:

The student:

- 1. recognizes that the U.S. **Constitution** is a written plan for the rules of **government** (e.g., knows that the **Constitution** is the list of rules of the **government** compared to the rules for the family, classroom, school).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

CIVICS-GOVERNMENT

By the end of Fourth Grade

Indicators:

The student:

6 Δ 1. identifies the three branches of **government** and their primary functions (i.e., legislative, judicial, executive).

2. identifies the powers and responsibilities of leaders in each branch of **government** (e.g., President, Chief Justice, Speaker of the House, Vice President, President protempore).

By the end of Sixth Grade

Indicators:

The student:

6 Δ 1. defines **federalism**.

6 Δ 2. defines **democracy** and **republic**.

11 Δ 3. explains **Constitutional powers** (i.e., **expressed**, **reserved**, **concurrent**, **implied**, and **prohibited powers**).

11 Δ 4. describes how the United States **Constitution** supports the principle of majority rule but also protects the **rights** of the minority.

6 Δ 5. explains the function of the three branches of **government**.

By the end of Eighth Grade

Indicators:

The student:

8 Δ 1. compares the U.S. and Kansas **Constitutions** to identify the major responsibilities of federal, state, and local **governments**.

8 Δ 2. explains how powers are distributed among the legislative, executive, and judicial branches at the state and national levels (i.e., checks and balances, separation of powers).

8 Δ 3. compares the steps of how a bill becomes a law at state and national levels.

4. describes the amendment procedure.

11 Δ 5. knows the federal budgeting procedure and major areas of government **spending** (i.e., defense, social security, social programs).

6. analyzes the Declaration of Independence, the U.S. **Constitution**, including the Preamble, the Kansas **Constitution** and other writings to identify the essential ideas of American Constitutional **governments**.

By the end of Twelfth Grade

Indicators:

The student:

1. describes the purposes, organization, and function of the three branches of **government** and independent regulatory agencies in relation to the U.S. **Constitution**.

• 2. compares and contrasts the relationship between **federalism** and states' **rights**.

3. explains the central idea that the written **Constitution** sets forth the organization creating a republican form of **government**.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

4. explains the role the U.S. **government** plays in formulating economic and foreign policy.

Benchmark 4: The student identifies and examines the **rights**, **privileges** and responsibilities in becoming an active civic participant.

By the end of Second Grade

Indicators:

The student:

1. identifies the **rights**, **privileges** and responsibilities students have at home, in the classroom, at school, and in the **community**.
2. identifies basic **rights** and **privileges** that students have and those they will acquire with age (e.g., driving, voting).

By the end of Fourth Grade

Indicators:

The student:

6 Δ 1. understands the responsibilities and **rights** of the individual in groups; such as, family, peer group, class, school, and local, state, and national **governments**.

6 Δ 2. knows that effective informed citizenship is a duty of each citizen (i.e., jury service, voting, running for office, and **community** service).

By the end of Sixth Grade

Indicators:

The student:

• 1. distinguishes between **rights**, **privileges**, and responsibilities.

8 Δ 2. identifies criteria and processes to attain naturalized citizenship (i.e., residence requirements, proof of moral character, and required knowledge and skills).

8 Δ 3. identifies the **privileges** of U.S. citizenship (i.e., right to vote, hold public office, and serve on a jury).

8 Δ 4. compares the methods by which we elect **government** officials (i.e., Electoral College, popular vote).

8 Δ 5. examines the steps necessary to become an informed voter (i.e., recognize issues and candidates, stands taken by candidates on issues, personal choice, and voting).

By the end of Eighth Grade

Indicators:

The student:

• 1. recognizes the rights of citizens in other nations of the world and determines how they are similar to and different from the rights of American citizens.

11 Δ 2. acquires and records relevant information about issues involving rights, privileges, and responsibilities.

• 3. researches to develop understanding of public issues (e.g., designs and carries out projects).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

4. knows the correct procedures for contacting appropriate representatives for the purpose of expressing opinions or asking for help at local, state, and national levels.

By the end of Twelfth Grade

Indicators:

The student:

1. explains the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.
2. explains how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process.
3. analyzes policies, actions, and issues regarding the rights of individuals (e.g., *Brown vs. Topeka Board of Education, American Disabilities Act, Title 9, PL94142*).
4. examines issues regarding political **rights** (e.g., to be an informed voter, participant in the political process).

11 Δ 5. analyzes issues regarding economic **rights** within the United States (i.e., free enterprise, **rights** of choice, **government** regulation).

6. takes and defends a position on issues regarding the proper scope and limits of **rights**, and the criteria used to set those **rights**, including compelling national interests, public safety and the **rights** of others (e.g., **eminent domain**, **clear and present danger**, **national security** risk).

• 7. defines issues regarding civic responsibilities of citizens in the American constitutional **government** (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, involved in the political process).

8. evaluates, takes and defends positions about the roles of interest groups, voluntary associations, and other groups in American politics and the consequences of conflict among these groups in the promotion and implementation of public policy.

Benchmark 5: The student understands various systems of **governments** and how nations and international organizations interact.

By the end of Second Grade

Indicators:

The student:

1. describes **governments** in terms of people and groups who make, apply and enforce rules and laws for others in their family, school, and **community** (e.g., parent, teacher, principal, police, mayor, governor, legislator, president).

By the end of Fourth Grade

Indicators:

The student:

1. describes the basic purposes of **government** (using powers to provide and enforce rules for a **society** to live by, protect **rights**).
2. recognizes how and why the world is divided into nations.

6 Δ 3. identifies the characteristics of a **republic**, a **democracy** and a **monarchy**.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

CIVICS-GOVERNMENT
By the end of Sixth Grade

Indicators:

The student:

6 Δ 1. understands that the type of **government** and its functions influence the treatment of its citizens (i.e., **republic, democracy**, monarchy **dictatorship**).

8 Δ 2. compares the structure and function of local, Kansas, and federal **governments** (i.e., make laws, carry out laws, enforce laws, manage conflicts, and provide for the defense of the nation).

By the end of Eighth Grade

Indicators:

The student:

8 Δ 1. analyzes the basic features of state and national political systems and describes the ways each system meets or fails to meet the **needs** and **wants** of its citizens (i.e., **republic, democracy, monarchy, dictatorship**).

2. describes how powers are acquired, used, and justified at state and national levels (e.g., of, by, for the people).

By the end of Twelfth Grade

Indicators:

The student:

11 Δ 1. compares various political systems/**economic systems** with that of the U.S. in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles and political **culture** (i.e., **constitutional monarchy, parliamentary democracy, dictatorships, capitalism, fascism, socialism, communism, tribal government**).

• 2. evaluates, takes, and defends differing positions on issues regarding the proper relationships among national, state, and local **governments**.

11 Δ 3. examines the major forms and responsibilities of the state and local **governments** (i.e., city, county, state).

4. compares the structure, function, and relationship to American Indian tribal **governments** and the federal **government**.

5. discusses the purpose of international relations both regional and world wide (**trade**, defense, economic and defense alliances, regional security).

6. describes the purpose and functions of multi-national organizations (e.g., NATO, International Court of Justice, International Red Cross, Amnesty International, United Nations).

7. takes and defends a position concerning the use of various tools in carrying out U.S. foreign policy (e.g., trade sanctions, extension of "most favored nation" status, military interventions).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Using the Economics Standards

"Economics is as much a way of reasoning as it is a body of knowledge. Once you have learned what it means to 'consider the opportunity costs' and to 'compare the costs and benefits,' nothing will ever look quite the same again."

William D. Rohlf, Jr.
Introduction to Economic Reasoning, Addison-Wesley Publishing

Economics advances an important goal of social studies education: the preparation of citizens who make well-reasoned decisions. Study of the production, distribution and consumption of goods and services, accompanied by practice in economic thinking provides students with the knowledge and skills needed to make thoughtful decisions as individuals and as citizen of their communities, Kansas and our country.

The Kansas economics standard is broad and includes two main ideas: (1) that the student understands major economic concepts, ideas, and systems; and (2) that the student applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

The five economics benchmarks are more specific, referring to students' being able to:

- understand how scarcity of resources requires choices
- understand how a market economy works
- understand economic systems, institutions and incentives
- analyze the role of the government in the economy
- make effective decisions as a consumer, producer, saver, investor, and citizen

The goal of the Kansas economics standard and benchmarks is to build economic understanding and decision making skills from the primary grades through high school to enable students to fully and effectively participate in the economy. The Kansas economics benchmarks and indicators are not meant to be all-inclusive. For a wider perspective on economics standards, see the *Voluntary National Content Standards in Economics.*

The economics indicators are written so that they can be taught in the context of the neighborhood, the community, our state, nation, and the world. Economics is an integral part of civics-government, economics, geography and history, as well as language arts, math and science. After becoming familiar with the indicators, readers will find that economics instruction can easily be a component of many lessons and units currently being taught.

It should be noted that the assessment at the eleventh grade level occurs before most KS high schools offer a semester economics course. Therefore, testable items were selected from indicators students should have the opportunity to learn without that specific course. It is to be remembered that assessments do not test a grade, but the entire program from kindergarten to the grade level taking the assessment.

ECONOMICS

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 1: The student understands how **scarcity** of resources requires choices.

By the end of Second Grade

Indicators:

The student:

- 1. identifies an example of a **producer** and **consumer**.
- 2. provides examples of **goods** and **services**.

3. identifies the **opportunity cost** of an activity (Illustration: the **opportunity cost** of swinging at recess might be missing a game of soccer).

By the end of Fourth Grade

Indicators:

The student:

- 1. knows that there are not enough productive resources to satisfy all wants for **goods** and **services**.

2. identifies examples of how natural, **capital** and **human resources** are used in production of a good or service (e.g., land resources [natural] are used to produce wheat [good] which is harvested by skilled farmers [human] using combines [**capital**]).

6 Δ 3. traces the production, **distribution**, and consumption of a particular good.

- 4. compares the cost to the **benefit** of making a choice (Illustration: doing homework has both a cost and a **benefit**; cost is the time spent, the **benefit** is what is learned from the assignment).

8 Δ 5. knows that economic specialization occurs when people produce a narrower range of **goods** and **services** than they consume.

6. gives an example of economic **interdependence** (Illustration: state of Kansas depends on states like Florida, Texas, and California for some fruits and vegetables).

By the end of Sixth Grade

Indicators:

The student:

1. illustrates how **scarcity** of resources requires choices at both the personal and societal levels.

6 Δ 2. determines how unlimited **wants** and limited resources lead to choices that involve **opportunity cost**.

3. describes how labor **productivity** can be increased as a result of **specialization**, division of labor, and more **capital goods**.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

6 Δ 4. gives examples of economic **interdependence** of at least two of the following levels: local, state, regional, national and international.
5. determines how invention may lead to innovations that have economic value.

By the end of Eighth Grade

Indicators:

The student:

11 Δ 1. analyzes the effect of **scarcity** on the **price**, production, consumption, and **distribution** of **goods** or **services**.
11 Δ 2. identifies substitutes and complements for selected **goods** and **services**.
3. explains that the choices people make have both present and future consequences.

By the end of Twelfth Grade

Indicators:

The student:

• 1. describes ways people respond to incentives in order to allocate scarce resources to provide the highest possible return.
2. explains how economic choices made by individuals, businesses, or **governments**, often have intended and unintended consequences (Illustration: choosing location for a new airport creates noise pollution and influences **community** growth).

Benchmark 2: The student understands how the market **economy** works in the United States.

By the end of Second Grade

Indicators:

The student:

1. explains how **barter** can be used to exchange **goods** and **services**.
6 Δ 2. explains the role of money used to exchange **goods** and **services**.

By the end of Fourth Grade

Indicators:

The student:

• 1. explains how **barter** or money are used to exchange **goods** and **services**.
2. knows that a **market** occurs when buyers and sellers exchange **goods** and **services**.
3. identifies the **entrepreneur** as a human resource and describes at least one characteristic of an **entrepreneur** (e.g., risk taker, takes initiative to produce a product, is an innovator).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

ECONOMICS
By the end of Sixth Grade

Indicators:

The student:

8 Δ 1. uses a **supply** and **demand** graph to illustrate the relationship of **price** to **supply** and **demand**.

8 Δ 2. gives examples that illustrate the effect of changes in **supply** and **demand** on **prices** (Illustration: an increase in the cost of raising cattle eventually reduces the **supply** of cattle, thereby increasing the **price** of beef).

6 Δ 3. identifies the **entrepreneur** as the one who organizes other economic resources to produce **goods** and **services**.

By the end of Eighth Grade

Indicators:

The student:

• 1. analyzes the impact of **inflation** (or **deflation**) on the value of money and people's purchasing power.

2. explains how relative **price** and people's economic decisions influence the **market** system.

8 Δ 3. describes the four basic types of earned **income** (i.e., wages and salaries, rent, interest, and profit).

8 Δ 4. explains the factors that cause unemployment (i.e., down sizing, outsourcing, seasonal **demand** for jobs, changes in skills needed by employers, other economic influences).

11 Δ 5. uses a diagram to explain the importance of the circular flow to a **market economy** (Illustration: firms make products, sell the products, households earn **income** and buy the products, the money goes to the firms who use the money to pay for the resources they use or hire [workers], who take the money back to the households, and so on).

6. describes the positive and negative incentives to which **entrepreneurs** respond (e.g., profits, opportunity to be their own boss, the chance to achieve recognition, long hours, financial risk, increased responsibility).

By the end of Twelfth Grade

Indicators:

The student:

1. defines **Gross Domestic Product (GDP)** and Gross National Product (GNP).

11 Δ 2. explains the importance of economic growth to an **economy** and how **GDP** is used to measure it.

• 3. explains the factors that could change the **supply** or **demand** for a product.

11 Δ 4. analyzes how **prices** change when either a shortage or surplus of a good or service develops.

5. describes what happens to the product price and output of businesses when the degree of competition changes in an industry (e.g., pure competition versus pure monopoly).

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• Indicators suggested for local assessment.

- 6. describes the advantages and disadvantages of forming a partnership, proprietorship, and corporation.
- 7. analyzes the role of money, banking, and the **Federal Reserve System** in the **economy** (e.g., interest rates and monetary policy).

Benchmark 3: The student analyzes how different **economic systems**, institutions, and incentives affect people.

By the end of Second Grade

Indicators:

The student:

1. gives examples of different **markets** for various **goods** and **services**. (e.g., grocery store, garage sale, hot dog stand, movie theater, hospital).

By the end of Fourth Grade

Indicators:

The student:

6 Δ 1. defines **imports** and **exports** and gives examples of each.

By the end of Sixth Grade

Indicators:

The student:

- 1. explains the function of banks for individuals and businesses (e.g., **borrowing**, **saving**, interest, profit).
2. gives examples of positive and negative incentives.

6 Δ 3. recognizes the economic conditions under which trade takes place between nations.

6 Δ 4. predicts how competition affects **price**.

By the end of Eighth Grade

Indicators:

The student:

8 Δ 1. explains how positive and negative incentives affect the way people behave (i.e., taking a driver's education class to reduce insurance **costs**; seeking a job with higher wages; paying a fine for library books returned late; losing pay on the job for an unexcused absence).

8 Δ 2. describes the types of specialized economic institutions found in **market** economies (e.g., corporations, partnerships, labor unions, banks, nonprofit organizations).

8 Δ 3. gives examples of changes that might influence **international trade** (i.e., U.S. sanctions, weather, exchange rate, war, boycotts, embargoes).

4. compares the **exchange rates** for different currencies.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

ECONOMICS
By the end of Twelfth Grade

Indicators:

The student:

- 1. provides examples of **absolute** and **comparative advantage** between nations.

11 Δ 2. explains that **trade** based on **comparative advantage** is mutually advantageous (i.e., individuals and nations have a **comparative advantage** in the production of **goods** or **services** if they can produce a product at a lower opportunity cost than other individuals or nations).

3. compares the **benefits** and **costs** of different **allocation methods** (e.g., first come, first serve; prices, contests, lottery, majority rule).

4. explains how a change in **exchange rates** affects the flow of **trade** between nations and a nation's domestic **economy**.

11 Δ 5. compares characteristics of **traditional**, **command**, **market** and **mixed** economies.

Benchmark 4: The student analyzes the role of the **government** in the **economy**.

By the end of Second Grade

Indicators:

The student:

1. identifies **goods** and **services** provided by the **government** (e.g., streets, parks, police protection, public schools).

By the end of Fourth Grade

Indicators:

The student:

6 Δ 1. identifies **goods** and **services** provided by two different levels of **government** (i.e., firefighters, highways, NASA, museums).

By the end of Sixth Grade

Indicators:

The student:

6 Δ 1. describes **revenue** sources for different levels of **government** (i.e., personal **income** taxes, property taxes, sales tax, interest, **borrowing**).

2. describes **goods** and **services** provided by the different levels of **government**.

3. gives an example of a decision made by the U.S. **government** that affected the **economy** of another nation (e.g., **embargo** on Cuba, opening of **trade** with China, NAFTA agreement).

By the end of Eighth Grade

Indicators:

The student:

- 1. gives examples of choices the **government** must make with limited resources (i.e., highways, **welfare**, defense, education, social security).

8 Δ 2. compares and contrasts **government revenues** and **expenditures**.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

11 Δ 3. distinguishes between **debt** and **deficits**.
4. gives examples of how **tariffs** and quotas affect **consumers** and the **prices** of domestic **goods**.

By the end of Twelfth Grade

Indicators:

The student:

1. explains why certain **goods** and **services** are provided by the **government** (e.g., **infrastructure**, schools, waste management, national defense).
• 2. explains the advantages and disadvantages when **fiscal policy** is used by the Federal Government to influence the U.S. **economy** (e.g., change in taxes and **spending**).
• 3. evaluates issues relationship between Federal budget and the national debt (e.g., **deficits** and surpluses) and the national **debt**.
11 Δ 4. analyzes how **trade** agreements affect **international trade** and economic and social conditions (i.e., GATT, NAFTA, Most Favored Nation Status).
11 Δ 5. gives examples of how government policies influence the economy (i.e., minimum wage laws, anti-trust laws, EPA, WPA, farm subsidies).

Benchmark 5: The student makes effective decisions as a **consumer**, **producer**, saver, investor, and citizen.

By the end of Second Grade

Indicators:

The student:

1. demonstrates that **spending** is exchanging money for **goods** and **services**.
2. explains why it is important to plan **spending** decisions.
3. lists reasons why people save (e.g., buy a bike, go to college, buy a house, purchase a toy).

By the end of Fourth Grade

Indicators:

The student:

1. determines how **wants** for **goods** and **services** are met through **spending** and **saving**.
2. identifies examples of **borrowing** and lending.

By the end of Sixth Grade

Indicators:

The student:

6 Δ 1. determines the **costs** and **benefits** of a **spending**, **saving**, or **borrowing** decision.
2. explains that budgeting requires **trade-offs** in managing **income** and **spending**.
6 Δ 3. compares the **opportunity cost** of **consumer spending** decisions.

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• Indicators suggested for local assessment.

ECONOMICS
By the end of Eighth Grade

Indicators:

The student:

8 Δ 1. uses product information to identify **costs** and **benefits** to make informed choices among alternatives.

8 Δ 2. uses the concept of **trade-offs** to make a decision.

3. calculates interest earned and account balances for checking and savings accounts.

4. explains how savings accumulation is influenced by the amount saved, the rate of return, and time.

• 5. applies the **opportunity cost** of decisions related to a **spending**/budget plan.

By the end of Twelfth Grade

Indicators:

The student:

1. describes the impact of changes in the **economy** on personal **income**.

11 Δ 2. illustrates how the **demand** and **supply** of labor is influenced by **productivity**, education, skills, and retraining.

11 Δ 3. explains how an individual's **income** will differ in the labor **market** depending on **supply** and **demand** for his/her skills, abilities, and/or education level.

• 4. develops a personal budget that identifies sources of **income** and **expenditures** (e.g., wages, rent, payments, savings, taxes, insurance).

• 5. determines the **costs** and **benefits** of using a credit card.

6. analyzes the **costs** and **benefits** of investment alternatives (e.g., stock **market**, bonds, certificates of deposit).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Using the Geography Standards

"I wish we could share more readily, especially with young people, that sense of the mystery, the fun, and the drama of geography, and the way it ties everything together; everything from natural history and science to human history and culture; everything about life on this planet...Everybody is delighted when they experience geography from orbit. I wish we could somehow inject that (delight) into the experience of geography in classrooms and homes, so we would come to appreciate and know more about each other and the earth."

Kathy Sullivan
astronaut 1992

Geography is essential to an important goal of social studies education: the preparation of citizens who make well-informed decisions. The study of people, places, and environments allows students to acquire the knowledge and skills necessary to clearly understand the issues facing 21st century citizens in their communities, Kansas, the US, and the world.

The essence of Geography involves both spatial and ecological perspectives. The spatial perspective asks, "Where is it?" and "Why is it there?" The ecological perspective asks, "How are human societies, physical environments, and ecosystems interconnected?" The geographic perspectives can be integrated with other disciplinary perspectives and with various points of view to enrich and enlarge the understanding of people, places, and environments.

The Kansas Geography Standards embody a set of enduring concepts and challenging expectations for all students. *Geography For Life: National Geography Standards 1994* served as an invaluable tool in this process. The Kansas document provides essential geographic subject matter, skills, and perspectives to be used in developing district curriculum. This document will help teachers decide what to teach, at what grade levels to teach it, and what to expect of students.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

GEOGRAPHY

Geography Standard: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

Benchmark 1 - Maps and Location: The student uses maps, **graphic representations**, tools, and technologies to locate, use, and present information about people, places, and environments.

By the end of Second Grade

Indicators:

The student:

- • 1. lists and describes the characteristics and purposes of maps and the globe (e.g., title, **legend**, **compass rose**, model of Earth, representation of Earth's features).
- • 2. identifies and correctly uses terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there, north, south, east, west).
- 3. differentiates between neighborhood, town, and state.
- 4. uses and makes maps of classroom, school, and neighborhood to locate familiar places (e.g., school, home, or neighborhood).
- 5. identifies the locations of places within the **community** and suggests why particular locations are used for certain human activities (e.g., parks, schools, shopping, housing).

By the end of Fourth Grade

Indicators:

The student:

- 1. uses map **legends**, **scale** and distance to answer **geographic questions**.
- • 2. uses grid systems to locate places on maps and globes (basic alpha-numeric and **latitude longitude** coordinates).
- 3. identifies major landforms and bodies of water (e.g., continents, mountains, islands, peninsulas, rivers, oceans) on maps, globes, and aerial photos to answer simple **geographic questions** related to their **relative locations**.
- 6 Δ 4. locates major physical and **political features** of Earth from memory (see Appendix 4 for assessment items).
- 5. observes and compares patterns of land use in urban, suburban, and rural areas.
- • 6. analyzes the locations of places to suggest why particular locations are used for certain human activities (e.g., residential, commercial, recreational, **community services**, agricultural, industrial).

By the end of Sixth Grade

Indicators:

The student:

- 6 Δ 1. explains and uses map essentials (i.e., **scale**, directional indicators, symbols, **legend**, **latitude**, and **longitude**).
- 6 Δ 2. locates major physical and **political features** of Earth from memory (see Appendix 4 for assessment items).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

- 3. constructs maps and globes from memory showing the **relative locations** of major physical and **political features** of Earth.

6 Δ 4. explains the past and present **spatial patterns**, and densities of places and features on Earth's surface (i.e., mountain ranges, river systems, agricultural land, urban areas, transportation routes).

By the end of Eighth Grade

Indicators:

The student:

8 Δ 1. locates major political and physical features of Earth from memory and compares the **relative locations** of those features (See Appendix 4 for assessment items).

- 2. develops and uses different kinds of maps, globes, graphs, charts, databases, and models.

3. uses **mental maps** to answer **geographic questions**, and recognizes that people's **mental maps** reflect an individual's attitudes toward places.

- 4. evaluates the relative merits of maps, **graphic representations**, tools, and technologies in terms of their value in solving geographic problems (e.g., map projections, aerial photographs, **satellite images**, geographic information systems).
- 5. uses **geographic tools** and technologies to pose and answer questions about past and present **spatial distributions** and patterns on Earth (Illustrations: mountain ranges, river systems, field patterns, settlements, transportation routes).

By the end of Eleventh Grade

Indicators:

The student:

11 Δ 1. locates major political and physical features of Earth from memory and compares the **relative locations** of those features (See Appendix 4 for assessment items).

2. interprets maps and other **graphic representations** to analyze world events to suggest solutions to world problems (e.g., suburban areas vs. inner cities, development vs. **conservation**, land use in the world or local **community**, nuclear waste disposal, relocation of refugees).

3. analyzes ways in which **mental maps** influence past, present, and future decisions about location, settlement, and public policy (e.g., building sites, planned communities, pioneer settlement sites).

- 4. produces maps and other geographic representations, using data from a variety of sources (e.g., census data, interviews, **GIS** and other databases, questionnaires) to answer **geographic questions** and solve geographic problems.

11 Δ 5. uses **geographic tools** and **technology** to interpret and justify **spatial** organization.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 2 - Regions: The student analyzes the **spatial** organization of people, places, and environments that form regions on Earth's surface.

By the end of Second Grade

Indicators:

The student:

1. describes the physical and human characteristics of the local community (e.g., location, land, weather, seasons, people, jobs, houses, food, recreation, customs).
2. identifies physical and human changes that have taken place over time in the local region (e.g., new shopping center, tearing down houses, tornado/flood damage).

By the end of Fourth Grade

Indicators:

The student:

6 Δ 1. identifies and compares the physical characteristics of Kansas and regions of the United States (i.e., location, land and water features, climate, vegetation, resources; Southeast, Northeast, Great Plains, Rocky Mountains, Southwest, Pacific Northwest, Alaska, Hawaii).

• 2. describes the physical processes that shape the characteristics of regions (e.g., erosion, mountain building, precipitation).

6 Δ 3. identifies and compares the human characteristics of Kansas and regions of the United States (i.e., people, religions, languages, customs, economic activities, housing, foods, customs; Southeast, Northeast, Great Plains, Rocky Mountains, Southwest, Pacific Northwest, Alaska, Hawaii).

6 Δ 4. describes the human activities that shape the characteristics of regions (e.g., mining, farming, manufacturing, migration, settlement, road and railroad building).

By the end of Sixth Grade

Indicators:

The student:

6 Δ 1. identifies and compares the physical and human characteristics of the Eastern United States, Canada, Mexico and the centers of early world civilizations (i.e., location, topography, climate, vegetation, resources, people, religion, language, customs, government, agriculture, industry, architecture, arts, learning; Eastern Mediterranean, Egypt, India, China, Greece, Rome, Middle America, Western Europe, West Africa, Japan).

6 Δ 2. explains the **diffusion** of people and ideas from the early center of civilization to other regions of the world (i.e., trade, conquest, migration; government, religion, language, food, technology, customs, arts).

3. identifies types of regions (e.g., school district, legislative, U.S. states, climatic, economic, cultural).

4. describes how places and regions may be identified by cultural symbols (e.g., Gateway Arch in St. Louis, Acropolis in Athens, Corn Belt in the Midwest, Muslim minaret, Indian sari).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

GEOGRAPHY
By the end of Eighth Grade

Indicators:

The student:

- 1. identifies and compares the physical and human characteristics of world regions (i.e., Kansas and Eastern United States, locations, topography, climate, vegetation, resources, people, religion, language, customs, government, agriculture, industry, architecture, arts, learning, Middle East and North Africa; South Asian, Europe, Latin America, Sub-Saharan Africa, East Asia, Anglo America).

8 Δ 2. explains how U.S. and world regions are interdependent (i.e., through trade, **diffusion** of ideas, human migration, economic networks, international conflicts, participation in international organizations).

3. identifies and explains the changing criteria that can be used to define a region (e.g., physical characteristics, cultural elements, human constructs).

- 4. identifies ways technology and culture have influenced regions (e.g., perceptions of resource availability, predominance of specific regions, economic development).

8 Δ 5. explains the effects of a label on the image of a region (i.e., Rust Belt, Tornado Alley, Sun Belt, "The Great American Desert").

By the end of Eleventh Grade

Indicators:

The student:

1. demonstrates how various regional frameworks are used to interpret the complexity of Earth (e.g., vegetation, climate, religion, language, occupations, industries, resources, governmental systems, economic systems).

11 Δ 2. explains the factors that contribute to human and physical changes in regions (i.e., environmental changes expand or contract regions, technology alters perception and use of the place, migration changes cultural characteristics).

- 3. uses regions to analyze past and present geographic issues to answer **geographic questions** (illustrations: conflicts caused by overlapping regional identities, causes and impacts of regional alliances, changing regional identities).

- 4. explains why regions are important to individual and group identities as symbols for unifying or fragmenting **society** (e.g., Arab World, Bible Belt, Japanese during W.W. II, Chinatown).

- 5. analyzes the ways in which people's perception and use of places and regions reflect individual perspective and cultural change (e.g., land use, property value, settlement patterns, job opportunities).

Benchmark 3 - Physical Systems: The student understands Earth's **physical systems** and how physical processes shape Earth's surface.

By the end of Second Grade

Indicators:

The student:

1. reports local weather patterns accurately.

- 2. describes the effects of seasonal change on the local environment.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

- 3. describes the essential elements of a successful **ecosystem** (e.g., fresh air, clean water, food **supply**, habitat).

By the end of Fourth Grade

Indicators:

The student:

- 1. identifies and describes the physical components of Earth's atmosphere, land, water, and **biomes** (e.g., temperature, precipitation, wind, weather climate; mountains, hills, plateaus, plains, river valleys, peninsulas, islands; oceans, lakes, rivers, aquifers; plants, animals, habitats).
  2. describes how Earth's position relative to the Sun affects conditions and activities on Earth (e.g., length of day, seasons, summer and winter activities, clothing, housing).
  3. explains the functions and dynamics of ecosystems (e.g., food chains, water, link between flora, fauna, and environment).
- 4. describes plants and animals associated with specific **biomes** (e.g., desert, wetland, mountain, grassland, forest, tundra).

By the end of Sixth Grade

Indicators:

The student:

- 1. explains features and patterns on Earth's surface using physical processes (i.e., weathering, erosion, water cycle, soil formation, mountain building).
  2. explains how Earth-Sun relationships produce day and night, seasons, and major climatic variations.
  6 Δ 3. explains the **distribution** and patterns of ecosystems within hemispheres (e.g., desert, mountain, prairie, forest, wetland, tundra).
  8 Δ 4. identifies renewable and nonrenewable resources and their patterns of **distribution** (i.e., fossil fules, minerals, fertile soil, waterpower, forests).

By the end of Eighth Grade

Indicators:

The student:

8 Δ 1. explains how Earth-Sun relationships affect Earth's physical processes and create physical patterns (i.e., latitude regions, climate regions, **distribution** of solar energy, ocean currents).

8 Δ 2. explains patterns in the physical environment by using physical processes (i.e., **plate tectonics**, **glaciation**, erosion and deposition, hydrologic cycle, ocean and atmospheric circulation).

3. predicts the consequences of specific physical processes (e.g., hurricanes, forest fires, earthquakes, volcanic activity, monsoons).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

- 4. describes and illustrates **ecosystems** in terms of their **biodiversity** and **productivity** (e.g., food chains, plant and animal communities, grasslands, temperate forests, tropical rain forests, deserts, tundra, wetlands, marine environments).

8 Δ 5. explains the challenges faced by ecosystems (i.e., effects of shifting cultivation, contamination of coastal waters, rain forest destruction, desertification, deforestation, over population, natural disasters).

By the end of Eleventh Grade

Indicators:

The student:

11 Δ 1. describes which physical processes affect different regions of the world (i.e., desertification in the Sahel, earthquakes in Pacific Rim, drought and dust storms in the Plains, soil degradation in the tropics, floods, and hurricanes).

- 2. explains Earth's physical processes, patterns, and cycles using concepts of physical geography (e.g., folding, faulting, volcanism, atmospheric and ocean circulation).

3. analyzes the **distribution** of **ecosystems** by interpreting relationships between soil, climate, plant, and animal life.

11 Δ 4. describes the ways in which Earth's physical processes are dynamic and interactive (i.e., rising ocean levels, sea floor spreading, wind and water deposition, climatic changes).

- 5. analyzes an ecosystem to understand and solve problems regarding environmental issues (e.g., **carrying capacity**, **biological magnification**, reduction of species diversity, acid rain, ozone depletion, contamination).

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, **interdependence**, cooperation, and conflict.

By the end of Second Grade

Indicators:

The student:

1. identifies the settlement patterns of the **community** (e.g., close to downtown vs. far away, close to jobs, outside of town).

- 2. identifies how people in his/her **community** satisfy their basic needs and wants (e.g., transportation, agriculture, mining, trade, manufacturing, services).

- 3. explains why conflicts arise over control of territory and how these conflicts can be resolved (e.g., place in line, seat in car, area of playground).

By the end of Fourth Grade

Indicators:

The student:

- 1. describes the types and characteristics of territorial/political units (e.g., city, county, state, country, province, boundaries, laws, autonomy).

- 2. describes and compares cultural characteristics and patterns within the U.S. (e.g., beliefs, customs, food preferences, ways of earning a living, technology, and gender/age roles).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

- 3. identifies factors important in the location of economic activities (e.g., population concentration, environmental resources, transportation access, **technology**, market, labor pool).
- 4. explains why people compete for control of Earth's surface and how they resolve conflicts that arise.

By the end of Sixth Grade

Indicators:

The student:

- 1. explains reasons for variation in **population distribution** (e.g., environment, migration, government policies, birth and death rates).

6 Δ 2. analyzes the causes and effects of human migration on places and population (i.e., war, famine, oppression, opportunity; population shifts, conflict, **acculturation**, **diffusion** of ideas, diseases, crops, culture).

3. describes the cultural impact of settlers on specific regions of the U.S. and world.

- 4. explains the **distribution** patterns of economic activities and how changes in technology, transportation, communication, and resources affect the location of those activities (illustration: advancement in irrigation allowed expansion of family).

6 Δ 5. describes the forces and processes of conflict and cooperation that divide or unite people across Earth's surface (i.e., uneven **distribution** of resources, water use in ancient Mesopotamia, building projects in ancient Egypt, empire building, Crusades, land disputes between settlers and indigenous people, movements for independence or rights).

By the end of Eighth Grade

Indicators:

The student:

8 Δ 1. describes and analyzes the characteristics, structure, and patterns of different populations through the use of demographic concepts (i.e., **population pyramids**, birth/death rates, population growth rates, **migration** patterns).

2. analyzes the economic, political, and social factors that contribute to human migration (e.g., mobility, **push-pull factors**, conflict, laws, regional integration).

- 3. describes the patterns of **cultural diffusion** and the resulting distinctive **cultural landscapes** (e.g., religion, language, technology, customs, crops; foreign language newspapers and signs, ethnic neighborhoods, surnames, foods, dress, religious symbols and buildings, housing types, agricultural methods, settlement patterns).

8 Δ 4. explains the primary geographic causes for world **trade** and economic **interdependence** (i.e., location advantage, resource **distribution**, labor cost, technology, **trade** networks and organizations).

5. describes the consequences of **industrialization** and **urbanization** patterns (illustration: factors effecting location of industry, impact of rise or decline of a manufacturing area, changing **spatial patterns** of major industries, changes and effects of settlement patterns, links between industrial development and rural-urban migration)..

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

• 6. explains how cooperation and conflict among peoples contribute to political, economic, and social division of Earth's surface (e.g., local land use controversies, international hot spots, local cooperative efforts, international alliances, European Union, NATO, United Nations).

By the end of Eleventh Grade

Indicators:

The student:

11 Δ 1. predicts trends and evaluates the local-to-global impact of population growth and migration on physical and human systems in response to environmental, social, economic, political, and technological changes (i.e., stress on infrastructure, impact on environment, **cultural diffusion**, socio-economic changes and pressures).

• 2. analyzes how communication and transportation contribute to both cultural divergence and **cultural convergence** (e.g., nationalism, ethnic elitism, cross-cultural adaptation, popularization of ethnic foods).

3. evaluates the spatial aspects of economic activities and systems (e.g., market areas and demand, locational advantages, trade partnerships, land value, labor supply and cost, resource availability, transportation access, interdependence; primary, secondary, tertiary, quarternary economic activities; Illustrations: electronics assembly in northern Mexico, relationships between zoning laws and land values, trade routes before and after building a major canal, impact of foreign investment or international debt crisis).

4. analyzes the functions, structures, and characteristics of local-to global settlement patterns (e.g., village vs. town vs. city, cities in developing vs. developed countries, rise of megalopoli, edge cities and metropolitan corridors, impact of transportation technology, and increasing number of **ethnic enclaves**).

11 Δ 5. explains how cultural cooperation and conflict are involved in shaping the **distribution** of and connections between cultural, political, and economic spaces on Earth (i.e., regional planning districts, free-trade zones, trade partnerships, disputes resulting from national, ethnic, religious, economic differences, and conflicts between internal interests and external forces).

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and **physical systems**.

By the end of Second Grade

Indicators:

The student:

6 Δ 1. identifies ways in which people depend on the physical environment (i.e., water, food, fuel, **natural resources**).

• 2. describes how humans adapt to variations in the physical environment (e.g., choices of clothing, housing, crops).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

GEOGRAPHY
By the end of Fourth Grade

Indicators:

The student:

- 1. identifies the positive and negative impacts of past, present, and future human activities on the physical environment (e.g., loss of habitat, mining, farming, chemical uses, **community** development).
- 2. identifies ways in which human activities are enhanced or constrained by the physical environment (e.g., housing, clothing, recreation, jobs, resource availability, effects of weather and climate).

3. identifies and suggests to critical present-day issues related to the use of **natural resources** (e.g., **depletion**, **conservation**, pollution).

By the end of Sixth Grade

Indicators:

The student:

6 Δ 1. explains the impact of human modifications to the physical environment (i.e., changes in one place often lead to changes in another place).

2. describes the impact of natural hazards on people and their activities (e.g., tornadoes, floods, droughts, earthquakes, hurricanes, volcanic eruptions).

3. explains varying viewpoints regarding resource use (e.g., conservationist vs. developer, American Indian vs. European settler).

6 Δ 4. identifies the relationship between the advances in technology and the acquisition and use of resources.

By the end of Eighth Grade

Indicators:

The student:

- 1. explains and analyzes the role of **technology** in past, present, and future human modifications of the physical environment (i.e., dams, irrigation, cloud seeding, movement of water, water-quality alterations, fossil fuels, steel plow).

2. analyzes ways in which past and/or present human systems develop in response to conditions in the physical environment (e.g., irrigation projects, transportation routes, time zones, field patterns, flood control, earthquake preparedness, tornado and hurricane predictions and precautions).

3. describes the local, national, and international consequences of the use or misuse of resources (e.g., resource movement and consumption, relationship between access to resources and living standards, relationship between competition for resources and world conflicts).

8 Δ 4. evaluates different viewpoints regarding resource use (i.e., transportation, water use, mining, timber, agriculture, labor, **capital**).

- 5. identifies and develops plans for the management and use of renewable and nonrenewable resources (e.g., water, fossil fuels, land, oceans, forests).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Indicators:

The student:

1. evaluates the local-to-global impacts that technology has on human modification of the physical environment (e.g., capacity to support human activity, Green Revolution, clear cut logging, construction on flood plains, strip-mining, desert settlements, over-fishing, internal combustion engines, toxic waste, modern farming practices).
- 2. evaluates alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, **aquaculture**, alternative uses for marginal land, seawalls, earthquake-resistant construction).
- 3. evaluates policies and programs for resource use and management (e.g., EPA, building restrictions, mandated recycling, international agreements on using the seas, differing views on rain forest use).

11 Δ 4. explains the relationship between resources and the exploration, **colonization**, and settlement patterns of different regions of the world (i.e., mercantilism, **imperialism**, **colonialism**, Gold Rush, Alaskan pipeline).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Using the History Standards

"A page of history is worth a volume of logic."

Oliver Wendell Holmes, Jr.

History is.....

The vast scope of history poses a unique challenge requiring teachers to make thoughtful and meaningful choices. In this document every attempt has been made to focus upon enduring and essential concepts. It would be possible to justify emphasizing many other topics, but that could easily result in a long and unachievable list of indicators. Given the scope of the subject, the choices in this document reflect an understanding that a rigorous but unrealistic set of standards is like having no standards at all.

Teachers are encouraged to emphasize understanding and analysis over simple memorization. While considerable factual knowledge is a prerequisite to historical understanding, history should never be reduced to a collection of trivia. It should go beyond the facts to include research, analysis, interpretation, and application. For further discussion of this issue see Chapter 2 in "Standards for Historical Thinking" found in the National *Standards for History*. The instructional suggestions provided in this document also reflect higher order thinking, but are only examples and are not a mandate.

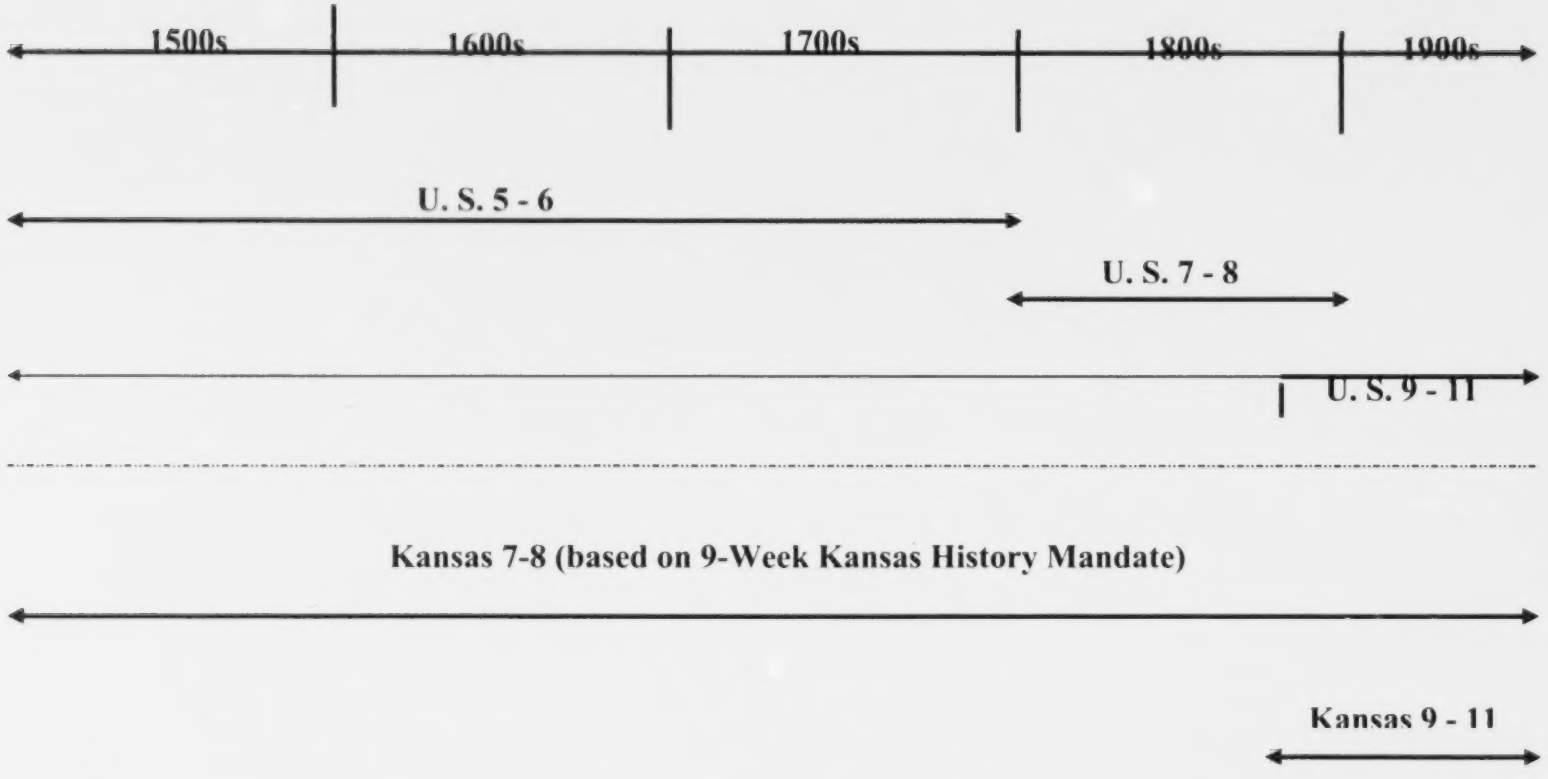
The State of Kansas requires the teaching of state history between grades 7 and 12 (see Appendix 1 for specific requirements). Most school districts cover Kansas history in either seventh or eighth grade. Therefore, the benchmarks in Kansas history are concentrated at the eighth grade to accommodate the mandate. Other Kansas history benchmarks were developed to work in partnership with those in United States history and the other disciplines.

The United States history portion of the standards recognizes the conflict between coverage versus in-depth knowledge. To respond to this concern the Kansas Curricular Standards, like the National Standards, have focused on specific eras at different grade levels. The benchmarks and indicators at the K-4 level are designed to build a foundation of knowledge and skills that will be added to in following years. The 5-6th grade indicators focus on the years up to 1800. At the 7-8th grade level, the focus is on the 1800s. The primary focus at the high school level is the 20th century, with an emphasis on understanding of how the United States history has evolved over time. The focus on particular eras at the grade levels allows districts to combine their local curriculum with the standards.

The world history standards follow the seven eras of world history identified by the National Council for History Education and are intended to be substantial yet flexible. The 5-6th grade indicators are consistent with ancient civilizations topics often taught at fifth and sixth grades. The 9-11th grade indicators provide direction for history courses which should be taught in the ninth and/or tenth grades years. To help schools and teachers better meet the implicit need for a sound knowledge of world history on the part of all students, Appendix 5 is a suggested content outline keyed to the world history benchmarks.

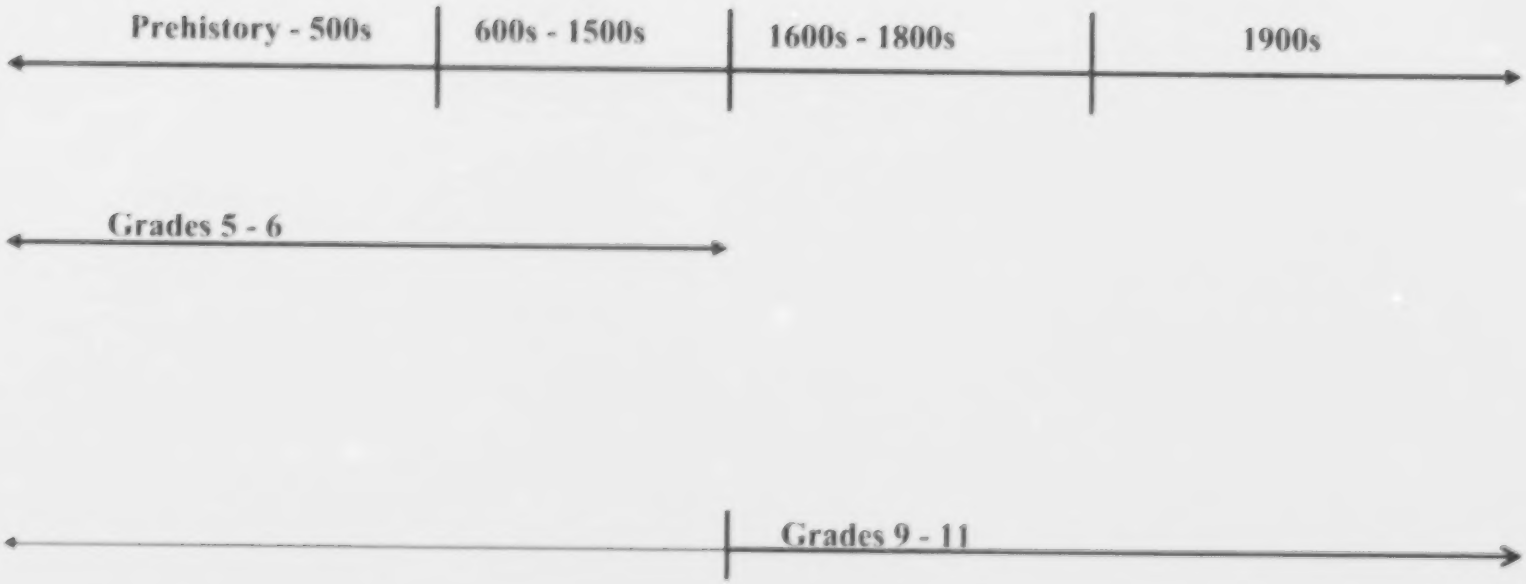
Kansas and United States History Timeline

Instructional Focus and Assessment



The benchmarks and indicators at K-4 are designed to build a foundation of knowledge and skills in History. The Kansas History benchmarks are designed to work in partnership with those in U.S. History.

World History Timeline
Instructional Focus and Assessment



The benchmarks and indicators at K-4 are designed to build a foundation of knowledge and skills in History. World History at the 7-8 level is approached through the study of geographic regions.

KANSAS, UNITED STATES AND WORLD HISTORY
By the end of Second Grade

History Standard: **The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

Benchmark 1: The student understands the significance of the contributions of important individuals and major developments in history.

Indicators:

The student:

- 1. retells the stories of explorers, inventors, and scientists (e.g., Christopher Columbus, Marco Polo, Benjamin Franklin, Thomas Edison, and others).

6 Δ 2. knows the importance of United States social and political leaders. (i.e., George Washington, Thomas Jefferson, Abraham Lincoln, Benjamin Franklin, and Martin Luther King, Jr.).

Benchmark 2: The student understands the importance of the experiences of groups of people.

Indicators:

The student:

- 1. compares and contrasts the life conditions of the earliest settlements to the present (e.g., American Indians, plains pioneers, early English and Spanish settlements).
- 2. retells the story of the settlement of his/her own **community**, drawing upon **primary sources** (e.g., maps, photos, oral histories, newspapers, and letters).
- 3. compares at least two different types of shelter used by American Indians in Kansas from 1500 to 1700 (e.g., grass lodge, tipi, earth lodge).

4. uses stories, **artifacts**, and/or traditional music to interpret some aspect of daily life for early American Indians in Kansas.

- 5. uses historical photographs to identify two types of housing early Kansas **immigrants** built (e.g., dugouts, sod houses, log cabins, frame houses).

Benchmark 3: The student understands the significance of events, holidays, documents, and symbols which are important in United States history.

Indicators:

The student:

6 Δ 1. recognizes the United States flag, the Pledge of Allegiance, The Declaration of Independence, and The Star Spangled Banner as national symbols.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

6 Δ 2. identifies some U.S. national holidays (i.e., Columbus Day, Independence Day, Martin Luther King Jr. Day, Presidents Day, Thanksgiving, Veterans Day).
3. explains the customs related to holidays and ceremonies in various countries.
6 Δ 4. locates the state of Kansas using a political map of the United States.
6 Δ 5. names and locates the capital of Kansas using a state map.
6. identifies three official symbols of the state of Kansas (e.g., the state song - "Home on the Range", the state bird - the meadowlark, the state flower - the sunflower).
6 Δ 7. explains the origin of the name "Kansas" (i.e., from the Kansa Indians).

Benchmark 4: The student understands the variety of ways land has been used over time.

Indicators:

The student:

1. describes the different food sources produced in Kansas over time (e.g., grains, livestock, fruits, and vegetables).
2. describes land use in his/her **community** (industrial, agriculture, housing, mining, and public use).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

KANSAS HISTORY
By the end of Fourth Grade

Kansas History Standard: **The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

Benchmark 1: The student understands the importance of the experiences of groups of people.

Indicators:

The student:

6 Δ 1. compares reasons that brought settlers to Kansas (i.e., geographic, political, economic, and religious).

• 2. identifies at least five immigrant groups that settled late 19th and 20th century in Kansas (e.g., English, German, German-Russian, French, Swedish, Croatian, Serbian, Mexican, African American, Vietnamese, Cambodian, and Laotian).

3. explains contributions made by immigrant groups to Kansas (e.g., Mexican-Americans and the railroad, German-Russians and wheat production).

• 4. describes the everyday life of a Kansas settler using literature, stories, letters, diaries, and/or other primary sources.

Benchmark 2: The student understands the significance of events, holidays, documents, landmarks, and symbols which are important in Kansas history.

Indicators:

The student:

1. explains how important buildings, statues, monuments, and place names are associated with the state's history.
2. describes regional folk heroes, stories, or songs that have contributed to the development of the history of Kansas and the United States.
3. uses local resources to explain the origin of his/her **community**.

Benchmark 3: The student understands the variety of ways land has been used in Kansas over time.

Indicators:

The student:

1. compares the changes in land usage of his/her town and/or county in Kansas since settlement using local documents.
2. compares and contrasts land use in his/her **community** to other areas in Kansas.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 4: The student understands the impact of exploration and **migration** upon the history of Kansas.

Indicators:

The student:

6 Δ 1. describes the experiences of explorers who came to Kansas before statehood (e.g., Lewis and Clark, Pike, Coronado, and Long).

8 Δ 2. compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (i.e., commercial and immigration).

3. describes the interactions between different cultural groups on the trails and railroads (e.g., Mexican, American, and American Indian).

6 Δ 4. lists hardships encountered by travelers on the Santa Fe & Oregon-California Trail (i.e., lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon).

5. describes the development of trails, railroads, and highway systems to connect Kansas to the rest of the country.

Benchmark 5: The student understands the significance of famous individuals and their contributions in history.

Indicators:

The student:

1. researches the contributions made by notable Kansans in history (e.g., Dwight David Eisenhower, Alf Landon, Amelia Earhart, George Washington Carver, Carry Nation, Black Bear Bosin, Gordon Parks, Clyde Cessna, and local notables).

By the end of Eighth Grade

Benchmark 1: The student understands the individuals, groups, ideas, events, and developments during the period of exploration in Kansas (1541 - 1820).

Indicators:

The student:

1. compares and contrasts the foods, housing styles, and traditional arts of early American Indian nations (e.g., Kansa, Osage, Wichita, Pawnee, Cheyenne, Arapaho, Apache, Comanche, and Kiowa).

8 Δ 2. explains how Long's classification of Kansas as the "Great American Desert" influenced later U.S. government policy on Indian relocation.

3. describes the changes brought about by the interaction of Indians and th early explorers to the region.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 2: The student understands individuals, groups, ideas, events, and developments during the era of **migration**.

Indicators:

The student:

- 1. explains the effect on the way of life for at least one Indian nation relocated to Kansas (e.g., Kickapoo, Sac and Fox, Delaware, Potawatomi, or Shawnee).
- 8 Δ 2. compares and contrasts the views held by the federal and state governments with that of the American Indians over use of the Kansas frontier.
- • 3. uses diaries and journals to analyze why families migrated.
- 4. describes life at a frontier military fort in Kansas (e.g., Fort Leavenworth, Fort Scott, Fort Larned, Fort Hays).
- 5. discusses the U.S. military's impact on American Indians on the Kansas Plains.

Benchmark 3: The student understands individuals, groups, ideas, events, and developments of the territorial period and the Civil War in Kansas.

Indicators:

The student:

- 8 Δ 1. explains the concept of popular sovereignty under the Kansas-Nebraska Act.
- 8 Δ 2. explains why control of the Kansas territorial government was affected by the fight over slavery.
- 3. describes the influence of pro- and anti- slavery ideas on territorial Kansas (e.g., Bleeding Kansas, border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-state, and abolitionist).
- 4. describes the role of important individuals during the territorial period (e.g., Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel Jones, John W. Geary, David Atchison, and Samuel Lecompt).
- 5. evaluates the Wyandotte **Constitution** with respect to the civil **rights** of women and African Americans.
- 8 Δ 6. analyzes how the debate between Northern and Southern states on the issue of slavery affected Kansas becoming a state.
- 7. describes the causes and the consequences of Quantrill's Raid of Lawrence during the Civil War.
- 8. describes the economic effects of the Civil War on the people of Kansas.
- 9. explains the significance of the Battle of Mine Creek as part of the Civil War campaign of General Sterling Price.

Benchmark 4: The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860's - 1890's).

Indicators:

The student:

- 1. explains why difficulties between American Indians and Whites in western Kansas increased after the Civil War.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

2. explains the **migration** patterns of the English, French, Germans, German-Russians, and Swedes to Kansas.

8 Δ 3. describes the reasons for the Exoduster movement out of the South to Kansas (i.e., free land, lynching, the rise of Jim Crow laws in the South).

• 4. explains one process of acquiring land in Kansas outlined in the land laws.

5. interprets and uses primary source documents to interpret adaptations made by Kansas settlers to the physical environment.

8 Δ 6. describes the development of Populism in Kansas (i.e., disillusionment with Big Eastern business, railroads, government corruption, and the plight of the farmer).

8 Δ 7. describes the impact of railroad expansion in Kansas to or upon town development, the cattle industry, and agricultural settlement.

Benchmark 5: The student understands individuals, groups, ideas, events, and developments in the period of **industrialization** and modernization in Kansas (1890s - 1920s).

Indicators:

The student:

8 Δ 1. explains the accomplishments of the Progressive movement in Kansas (i.e., regulating the sale of stocks and bonds, workman's compensation, inspection of meat processing plants, public health campaigns).

2. explains the reasons for the prohibition campaign of Carry A. Nation.

8 Δ 3. describes the significance of farm mechanization in Kansas (i.e., increased farm size and production, specialized crops, population redistribution).

4. explains the impact of the growth of mining in southeast Kansas on the population and economic conditions of the region.

5. explains the significance of the work of Kansans on the future of the aviation industry (e.g., Earhart, Longren, Cessna, Beech, Stearman).

6. describes the movement for women's suffrage and its effect on Kansas politics (e.g., the fight for universal suffrage, impact of women on local elections).

• 7. explains the challenges German Americans faced in Kansas during World War I (e.g., discrimination, movement against German languages).

• 8. explains the connection between Mexican immigrants and the railroad.

Benchmark 6: The student understands individuals, groups, ideas, events, and developments of the Depression and World War II in Kansas (1920s -1940s).

Indicators:

The student:

1. describes the emergence and growth of the Ku Klux Klan in Kansas during the 1920s, and the ways William Allen White used the Emporia Gazette to raise awareness.

8 Δ 2. compares agricultural practices before and after the dust storms of the 1930s (i.e., rotation of crops, shelter belts, irrigation, terracing, stubble mulch).

3. uses local resources to describe conditions in his/her **community** during the Great Depression.

• 4. summarizes the effects of New Deal programs on Kansas life.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

- 5. explains how World War II acted as a catalyst for change in Kansas (e.g., women entering work force, increased mobility, changing manufacturing practices).
  6. describes the dispute between artist John Stuart Curry and the Kansas legislature over depiction of Kansas values in the statehouse murals.

Benchmark 7: The student understands individuals, groups, ideas, events, and developments in contemporary Kansas. (Since 1950).

Indicators:

The student:

8 Δ 1. uses a time line to trace the events that led to the Supreme Court decision in *Brown v. Topeka Board of Education*.

- 2. explains the reasons Southeast Asians migrated to Kansas after 1975 (e.g., church, and **community**, organization, jobs, and the fall of the Southeast Asian governments).

  3. describes the impact of the change from family farms to **agribusiness** on Kansas **culture**.

11 Δ 4. recognizes that depopulation of rural areas and increases have **urbanization** have shifted political power in Kansas.

  5. describes major flood control projects in the 1950s.
  6. identifies issues facing Kansas state **government** in the 1980s and beyond.
  7. gathers information using resource people to analyze the impact of a recent historical event upon the local **community**.

Benchmark 8: The student engages in historical thinking skills.

Indicators:

The student:

- 1. examines historical materials relating to Kansas history, analyzes changes over time and makes logical inferences concerning cause and effect.
- 2. uses basic research skills to conduct an independent investigation of an event in Kansas history.

8 Δ 3. examines historical documents, **artifacts**, and other materials of Kansas history and analyzes them in terms of credibility, purpose, perspective, or point of view.

- 4. compares different historians' descriptions of the same event in Kansas history to examine how the choice of questions and the use of sources may affect their conclusions.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

KANSAS HISTORY
By the end of Eleventh Grade

Benchmark 1: The student understands the individuals, groups, ideas, events, and developments during the exploration in Kansas (1541-1820).

Indicators:

The student:

1. describes the social and economic impact of the Spanish and French on the American Indians in Kansas before the Louisiana Purchase.

Benchmark 2: The student understands individuals, groups, ideas, events, and developments during the era of **migration**.

Indicators:

The student:

1. analyzes the influence of Manifest Destiny on the settlement of Kansas.
2. compares and contrasts the perspectives of European Americans and American Indians with regard to land usage on the Kansas frontier.

Benchmark 3: The student understands individuals, groups, ideas, events, and developments of the territorial period and the Civil War in Kansas.

Indicators:

The student:

1. describes the development of towns on the Missouri River in relationship to the slavery issue in the Kansas Territory.
2. evaluates the role of women in advancing the anti-slavery cause in the Kansas Territory.

Benchmark 4: The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860's - 1890's).

Indicators:

The student:

11 Δ 1. explains how the 14th and 15th Amendments to the U.S. Constitution applied to the *Brown v. Topeka Board of Education* decision.

2. evaluates the social and economic factors that led to the Exoduster movement of African Americans from the South to Kansas.
3. describes challenges faced by **immigrants** to Kansas during the 19th century.
4. analyzes the ways the People's Party Platform of 1892 proposed to address the social and economic issues facing Kansas and the nation.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 5: The student understands individuals, groups, ideas, events, and developments in the period of **industrialization** and modernization in Kansas (1890s - 1920s).

Indicators:

The student:

1. explains how the course of progressivism can be traced through the editorials of William Allen White in the Emporia Gazette.
11 Δ 2. explains the significance of the Girard newspaper Appeal to Reason to the Socialist movement in the U.S.
3. describes the role of Kansas agriculture to the U.S. involvement in World War I (e.g., "Win the War with Wheat").

Benchmark 6: The student understands individuals, groups, ideas, events, and developments of the Depression and World War II in Kansas (1920s -1940s).

Indicators:

The student:

1. describes the impact the Kansas Dust Bowl made on social and economic conditions in the western United States.
2. describes the impact of New Deal programs on the local area by using WPA or other records.
3. describes the opposition to New Deal Programs by Alf Landon and the Republican Party.
4. explains the influence of Kansas writers and artists on the Harlem Renaissance (e.g., Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins, and Gordon Parks).

Benchmark 7: The student understands individuals, groups, ideas, events, and developments in contemporary Kansas. (Since 1950).

Indicators:

The student:

• 1. researches a contemporary issue in Kansas and constructs a well-developed argument in support or opposition (e.g., education, health care, environment).
2. explains how Kansans have responded to the effects of increasing **urbanization** and **industrialization** (e.g., shift in populations, school unification, municipal services).
3. examines the history of racial/ethnic relations in Kansas and applies this knowledge to current events.

KANSAS HISTORY

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 8: The student engages in historical thinking skills.

Indicators:

The student:

- , 1. analyzes historical materials to trace development of an idea or trend in Kansas history over a prolonged period of time to explain patterns of historical continuity and change.
- 2. develops and implements effective research strategies to investigate a given historical topic in Kansas history.

11 Δ 3. examines and analyzes primary and secondary sources in order to differentiate between historical facts and historical interpretations in Kansas history.

- 4. compares competing historical narratives of Kansas history, by contrasting choice of questions, use and choice of sources, perspectives, beliefs, and points of view of different historians, in order to demonstrate how these factors contribute to varied interpretations.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

UNITED STATES AND WORLD HISTORY
By the end of Fourth Grade

History Standard: **The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

Benchmark 1: The student understands the significance of the contributions of important individuals and major developments in history.

Indicators:

The student:

1. researches to determine the historical contributions of important local and regional individuals.
2. researches the various individuals contributions (e.g., Lewis and Clark, Eli Whitney, George Washington Carver, Samuel Morse, Alexander Graham Bell, Henry Ford, Clara Barton, Wright Brothers, Rosa Parks, Chief Joseph, and others).
3. draws upon visual data to illustrate development of various forms of transportation now and long ago.
4. compares and contrasts ways people communicate with each other now & long ago.
5. describes the development and influence of tools on work and behavior.

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of heritage.

Indicators:

The student:

1. describes the experiences of cultural groups who settled in various regions of the United States and the local **community**.
- 2. compares his/her life with aspects of different **cultures** and in different eras (e.g., family life, structure, rules).
- 3. describes various **cultures** by studying dance, music, folklore, and arts of various **cultures** around the world.
4. traces the history of a family through the use of primary and secondary sources (e.g., **artifacts**, photographs, interviews, and documents).

Benchmark 3: The student understands the significance of events, holidays, documents, and landmarks, which are important in United States history.

Indicators:

The student:

1. identifies important documents in U.S. history (e.g., *The Declaration of Independence*, the *US. Constitution*, *Mayflower Compact).*

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

2. describes the historical events that led to important U.S. holidays (e.g., Columbus Day, Independence Day, Martin Luther King Jr. Day, Presidents Day, Thanksgiving, Veterans Day).

6 Δ 3. recognizes and locates national and local landmarks and historic sites (Jefferson Memorial, Lincoln Memorial, Plymouth Rock, U.S. Capitol, Washington Monument, White House).

4. explains why we have landmarks and historic sites.

Benchmark 4: The student engages in historical thinking skills.

Indicators:

The student:

1. creates and uses personal and historical timelines.

6 Δ 2. identifies **artifacts** and documents as either primary or secondary sources of historical data.

3. describes how historians and archeologists use different methods to study the past (e.g., historians use documentary evidence and archeologists use physical evidence).

4. defines decade and century.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

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UNITED STATES HISTORY
By the end of Sixth Grade

*Please note page 39 and 40 on Using the History Standards for the primary focus of U.S. History at this level.

Benchmark 1: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, **colonization**, and settlement of the United States to 1763.

Indicators:

The student:

1. retells the stories of explorers (e.g., Leif Erikson, Columbus, Ponce de Leon, Cortes, DeSoto, Hudson, Balboa, LaSalle, and Pizzaro).
2. explains the experience and importance of early settlements (i.e., Jamestown, Plymouth, Williamsburg, New Amsterdam, St. Augustine, Quebec).
3. compares and contrasts features of life in the New England, Middle, and Southern colonies (i.e., economic, social, political, geographic).
4. compares and contrasts the impact of European settlement from an American Indian and European point of view.
5. explains the experience and significance of indentured servants and slaves.
6. explains key conflicts during the early settlement of the United States (e.g., colonists versus American Indians, French and Indian War, class conflict, rural versus settled, home rule versus colonial rule).

Benchmark 2: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation from 1763 to 1800.

Indicators:

The student:

6 Δ 1. describes the importance of George Washington, Thomas Jefferson, Alexander Hamilton, Benjamin Franklin, Patrick Henry, John Hancock, Paul Revere, George III, and Lafayette in events of this era.

6 Δ 2. describes the causes of the American Revolution using colonial grievances and British policies.

3. explains the significance of Trenton, Valley Forge, Yorktown, and Saratoga as turning points in the American Revolution.

6 Δ 4. identifies the ideas included in The Declaration of Independence.

6 Δ 5. lists the weaknesses of the Articles of Confederation.

6. describes the participants and the role of compromise in the creation of the **Constitution** (e.g., Virginia Plan, New Jersey Plan, Great Compromise, 3/5 Compromise, Constitutional Convention).

6 Δ 7. explains that the U.S. **Constitution** is fundamental law.

8. explains the structure of government (the three branches) outlined in the U.S. **Constitution**.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

6 Δ 9. explains the key ideas in the Preamble.
10. explains the importance of the Bill of Rights.
11. understands the importance of the presidency of George Washington.

Benchmark 3: The student engages in historical thinking skills.

Indicators:

The student:

1. studies historical events and persons in United States History to 1800 to create a chronology and identify related cause-and-effect factors.
• 2. uses primary and secondary sources of historical data to construct historical accounts.
• 3. examines historical materials relating to a theme in United States History to 1800, chronologically arranges them and analyzes change over time.
• 4. explains why historical accounts of a specific event sometimes differ and relates the explanation to the evidence presented and the point-of-view of the author.

By the end of Eighth Grade

*Please note page 38 on Using the History Standards for the primary focus of U.S. History at this level.

Benchmark 1: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the beginnings of the **Republic** (1800-1850).

Indicators:

The student:

8 Δ 1. explains the territorial expansion of the United States between 1801 and 1861, and how it affected relations with external powers and American Indians (i.e., Louisiana Purchase, Manifest Destiny).
2. analyzes the changes in American lives due to the industrial revolution and the expansion of slavery.
8 Δ 3. list how technological developments impacted different parts of American **society** between 1801 and 1860 (i.e., interchangeable parts, inventions, cotton gin, railroads, steamboats)
4. describes the experiences of **immigrants** and how communities changed due to immigration (e.g., Irish and German).
5. explains differences over policies and political philosophies which gave rise to political parties (e.g., Alien Sedition Act, Federalism, foreign policy).
8 Δ 6. defines and gives examples of Jacksonian Democracy (i.e., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S.).
• 7. explains the issues of **nationalism** and sectionalism (e.g., Bank of the US, expansion of slavery, etc.).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

- 8. analyzes causes and long term results of the War of 1812 and the Mexican War.
- 9. explains the impact on American **society** of religious, social, and philosophical reform movements of the early 19th century (e.g., abolitionism, transcendentalism, woman's suffrage, etc.).

Benchmark 2: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial era of American history (1850-1900).

Indicators:

The student:

- 8 Δ 1. retraces events that led to sectionalism and eventually secession prior to the Civil War (i.e., Compromise of 1820, Compromise of 1850, Kansas-Nebraska Act, and *Dred Scott v. Sanford*).
- 8 Δ 2. explains the circumstances that shaped the Civil War and its outcome (i.e., economic, technological, and **human resources** of the North and the South).
- 3. describes the contributions of individuals and groups in the Civil War.
- 8 Δ 4. compares and contrasts different plans for Reconstruction (i.e., plans advocated by President Lincoln, congressional leaders, and President Johnson).
- 5. describes the impeachment and trial as it applied to President Johnson.
- • 6. describes changes in different regions during Reconstruction (e.g., economic, political, and social structure).
- 11 Δ 7. describes changes in political and economic positions of African Americans in the North and South, including challenges to freedmen (i.e., Black Codes, sharecropping, Jim Crow, Amendments 13, 14, and 15, *Plessy v. Ferguson*).
- 8. explains how the rise of big business, heavy industry, and mechanized farming transformed American **society**.
- 9. explains the concept of the "American Dream" from different perspectives and the influences of new inventions and advances in transportation.
- • 10. summarizes from different perspectives the influences of limited competition, business organizations, and the leadership of industrialists on business and industry in the 19th century.
- 11. interprets data from written and non-written sources to describe the experiences of **immigrants** of the late 19th century and how cultural groups affected American **society**.
- 11 Δ 12. uses data from written and non-written sources to explain the rise of the American labor movement and relevant political, social, and economic issues.
- 13. describes Federal Indian policy after the Civil War.
- 11 Δ 14. describes the attitudes and actions of **government** officials, the Army, missionaries, settlers, and the general public toward American Indians.
- 11 Δ 15. explains American Indians' responses to increased white settlement, mining activities, and railroad construction.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

16. explains geographic, economic and social factors that influenced an expansionist U.S. foreign policy in the late 19th century.
17. lists arguments used to justify expansion and those used to oppose expansion.
18. describes the causes and consequences of the Spanish-American War.

Benchmark 3: The student engages in historical thinking skills.

Indicators:

The student:

8 Δ 1. examines historical materials relating to United States History during the 1800s to analyze change over time and make logical inferences concerning cause and effect.

• 2. uses basic research skills to conduct an investigation of an historical event.

• 3. examines historical documents, **artifacts**, and other materials, and analyzes them in terms of credibility, as well as the purpose, perspective, and point-of-view for which they were constructed.

• 4. compares different historians' description of the same event in United States History during the 1800s in order to examine how the choice of questions and the use of sources may affect their conclusions.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

UNITED STATES HISTORY
By the end of Eleventh Grade

*Please note page 39 and 40 on Using the History Standards for the primary focus of U.S. History at this level.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, **colonization**, and settlement of the United States to 1763.

Indicators:

The student:

1. explains how religious freedom emerged in the North American colonies.
2. analyzes political factors that contributed to the development of representative **government**.
3. uses cause and effect to show how slavery reshaped European and African life in the Americas.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation from 1763 to 1850.

Indicators:

The student:

1. describes how the principles of the Declaration of Independence justified American independence.
2. analyzes the major political and strategic factors that led to the American victory in the Revolutionary War.
3. explains the military and diplomatic factors that helped produce the Treaty of Paris.
4. analyzes the ideas established by the **Constitution**, and events that led to its adoption including the arguments advanced in the Federalist Papers.
5. explains the Bill of Rights and the reasons for the challenges registered against it.
6. analyzes political interests and views regarding the War of 1812.
7. describes the shifts in the U.S. government's policy toward American Indians in the first half of the 19th century.
8. evaluates the religious, political, and social ideas that contributed to the 19th century belief in Manifest Destiny .
9. explains the impact of the Industrial Revolution during the early and later 19th century.
10. analyzes how slavery influenced economic and social elements of Southern **society**.
11. evaluates the major historical events that promoted sectional conflicts and strained national cohesiveness in the antebellum period.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial era of United States history from 1850 to 1900.

Indicators:

The student:

1. constructs a well supported historical argument explaining the Union victory in the Civil War.
2. analyzes why various Reconstruction plans succeeded or failed (e.g., the 13th, 14th, and 15th amendments, different perspectives on Reconstruction).
3. explains how the rise of big business, heavy industry, and mechanized farming transformed American **society**, to analyze issues associated with urban growth in the late 19th century.
4. evaluates massive **migration** and immigration after 1870.
5. evaluates new social patterns, conflicts, and ideas of national unity developed amid growing **cultural diversity**.
6. analyzes changes in social and class development in the late 19th century (e.g., ghettoes, slums, private vs. public welfare).

11 Δ 7. explains the rise of the American labor movement to analyze influences on the workforce during the late 19th century (i.e., hours, conditions, child labor wages).

8. analyzes elements that contributed to late 19th century expansionist foreign policy.
9. evaluates the objectivity of newspaper accounts of political and military actions during this period.

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of modern United States from 1900 to 1930).

Indicators:

The student:

11 Δ 1. describes the spread of Progressive ideas and the successes of the Progressive movement (i.e., political influence on elections, desire to have government regulation of private businesses and industries).

2. evaluates U.S. foreign policy and involvement in foreign countries in the early 20th century.

11 Δ 3. uses immediate, long range, and multiple causation to explain the causes of World War I (i.e., Impact of Technology, Trench Warfare, Impact on Civilization, Nationalism, Entangling Alliances, Imperialism, Militarism, Industrialism, Attempt at International Cooperation, Russian Revolution, Rise of Fascism; Hitler Cultural Disillusionment, Growth of Nationalism).

4. analyzes how the home front influenced and was influenced by U.S. involvement in World War I.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

- 5. analyzes factors that contributed to changes in work, production, and the rise of a consumer culture during the 1920's (e.g., leisure time, technology, communication, travel).
- 11 Δ 6. describes the various social conflicts that took place in the early 1920's (i.e., rural vs. urban, fundamentalism vs. Modernism, Prohibition, nativism).
- 7. explains the influences on women's roles in American **society** during the 1920's.
- 8. frames historical questions that address changes in the social and cultural life of American **society** in the 1920's.
- 9. interprets how the arts, music, and literature reflected social change during the Jazz Age.

Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history from 1930 to 1945.

Indicators:

The student:

1. analyzes the causes and impact of the Great Depression to determine how it affected American **society**.
- 11 Δ 2. analyzes the costs and **benefits** of New Deal programs (i.e., farmers, workers, welfare state, role of federal government, the disenfranchised).
3. analyzes the impact of Franklin D. Roosevelt on the presidency.
- 11 Δ 4. explains the results of the Japanese attack on Pearl Harbor (i.e., U.S. entrance into WW II, Japanese relocation in internment camps, social and economic change).
- 11 Δ 5. evaluates how World War II influenced the home front (i.e., role of women, **government**, minorities, popular media, conscientious objectors). [See World History Benchmark 6]
- 6. evaluates how Hitler's "Final Solution" evolved and the Allies' response to the Holocaust (i.e., demoralized Germany, economic reasons, religious reasons, Hitler's youth movement, Mein Kampf, state controlled education and police propaganda, groups targeted, belief in the Aryan race, response of containment by the allies).
7. explains the impact of the Manhattan Project from a variety of perspective (e.g., science, technology, medicine, military, business, humanity).
8. constructs a well supported argument that analyzes the Truman administrations' decision to drop the first atomic bomb.
9. evaluates how the United States emerged as a superpower as a result of WW II.

Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of contemporary United States history since 1945.

Indicators:

The student:

1. describes the legacy of the New Frontier and the Great Society domestic programs.
- 2. analyzes the shift from industrial to service to information economies.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

3. analyzes population shifts after World War II (e.g., suburbanization, movement to sunbelt).

11 Δ 4. analyzes the origins of the Cold War and the advent of nuclear politics (i.e., the establishment of the Soviet Bloc, Mao's victory in China, the Truman Doctrine, the Marshall Plan, the formation of NATO, the Berlin Blockade, the Iron Curtain, and the Berlin Wall).

5. traces how the events and policies of the Cold War developed and changed over time (e.g., Cuban missile crisis, struggles in Yugloslavia, and Afghanistan, Berlin Wall removed, fall of the U.S.S.R.).

6. analyzes the containment policy as it relates to the Korean conflict.

7. analyzes the significance of McCarthyism.

8. explains the U.S. involvement in the Vietnam War from a variety of perspectives (e.g., social, political, economic, military, media subculture).

• 9. evaluates significant influences in the struggle for racial and gender equity and for the extension of civil rights (e.g., legislation, court decisions, individuals, subculture, employment, education).

10. describes developments in foreign and domestic policies between the Nixon and current presidencies.

11. describes the impact of developments in **technology**, global communication, and transportation in the Postmodern era (e.g., computers, satellites, interstate highway system, space exploration, media, air travel).

12. explains how expanding educational opportunities have affected our society.

13. analyzes major contemporary social issues and the groups involved.

14. describes how changes in the national and **global economy** have influenced the workplace.

Benchmark 7: The student engages in historical thinking skills.

Indicators:

The student:

• 1. analyzes historical materials to trace development of an idea or trend across space or over a prolonged period of time in United States History to explain patterns of historical continuity and change.

• 2. develops and implements effective research strategies for investigating a specific historical topic in United States History.

11 Δ 3. examines and analyzes primary and secondary sources in order to differentiate between historical fact and historical interpretations.

• 4. compares competing historical narratives in United States History by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

WORLD HISTORY
By the end of Sixth Grade

*Please note page 39 and 41 on Using the History Standards for the primary focus of World History at this level.

History Standard: **The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from prehistoric times through the pre-classical **civilizations**.

Indicators:

The student:

1. explains the importance of the Neolithic Agricultural Revolution (e.g., food production, changing technology, domestication of animals, settled village life).
2. describes how historians and archeologists use different methods to study the past (e.g., **artifacts**, written records).

6 Δ 3. defines the term **civilization** as a society with advanced levels of economic, political, religious, intellectual, and artistic accomplishments.

4. explains the origin and accomplishments of major Middle Eastern **civilizations** (e.g., Mesopotamia and Egyptian: writing systems, Hammurabi's Code, the alphabet, organized government).
5. explains the origin and major beliefs of Judaism as the world's first monotheistic religion (e.g., belief in one God and possessed a code of ethics).
6. analyzes the role of social class and gender in Ancient Civilizations (e.g., different treatment in Code of Hammurabi, traditions of arranged marriage).

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the period of great classical **civilizations** of Greece, Rome, India, and China.

Indicators:

The student:

6 Δ 1. describes key aspects in the **civilization** of Classical Greece (i.e., contrasts the governments of Sparta and Athens, the contributions of Socrates, Plato, and Aristotle, the role of Alexander the Great in spreading Greek culture and **civilization**).

2. explains the significance of the Persian and Peloponnessian Wars.
3. examines the strengths and weaknesses of Greek democracy.
4. explains the significance of selected instances of Greek accomplishments in culture (e.g., Hippocrates, Archimedes, Greek drama and comedy, Olympics, Illiad, Odyssey, Aesop's Fables, and mythology).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

5. describes the mythical and historical figures during the rise and fall of the Roman Republic (e.g., Romulus and Remus, Cincinnatus, Hannibal and Scipio, Juliius Ceasar, Cicero, and Octavian).

6 Δ 6. describes the structure and nature of the government of the Roman Republic (e.g., Senate, consuls, tribunes written law, dictators, and distaste for monarchy).

7. analyzes the reasons for the decline and fall of the Roman Empire.

8. evaluates the significance of the Roman legacy in art and architecture, technology and science, literature, language, and law.

• 9. compares and contrasts the origins, customs, writings, and beliefs of Christianity, Judaism, Hinduism, and Buddhism (e.g., Christianity: belief of one God, code of ethics, and Messiah. Judaism: Mosaic Law, Torah. Hinduism: reincarnation, karma, castes. Buddhism: Four Noble Truths, reincarnation, and lack of castes).

10. describes the political achievements of the emperor Asoka and his talents as an orator.

11. evaluates the significance of Indian accomplishments (e.g., Sanskrit literature, the Hindu-Arabic numerals, the zero).

12. explains the fundamental ideas of Confucianism and Taoism.

13. describes the role of Shi Huangdi in unifying China under the Qin dynasty (e.g., Great Wall of China).

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new **civilization** of AD 500-1450.

Indicators:

The student:

6 Δ 1. describes the political, social, and economic institutions and innovations of Medieval Europe (i.e., **feudalism**, Magna Carta, Christendom, rise of towns and **trade**).

2. describes the Crusades and their significance.

3. describes basic political and military elements of life in Feudal Japan (e.g., Japanese **feudalism**, samurai warriors, ritual suicide).

• 4. describes the origin, writings, and beliefs of Islam (e.g., one God, the Koran, Five Pillars of Faith, and Mohammed).

5. describes the accomplishments of the empires of sub-Saharan Africa (e.g., Ghana, Mali, and Songhai).

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the emerging global age 1400-1600.

Indicators:

The student:

6 Δ 1. explains how the **Renaissance** was a transition period from the Medieval to the modern age.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

2. identifies major Renaissance artists and the nature of their works (e.g., Michelangelo, Leonardo Da Vinci, Raphael, Shakespeare, Gutenburg, the shift from religious to Humanist subject matter, and the mastery of perspective).
3. understands how the Reformation redefined Christendom (e.g., Roman Catholic, Orthodox, Protestantism, Martin Luther, and John Calvin).

6 Δ 4. describes the advances in technology of the Mayan, Aztec, and Inca societies in the Americas (i.e., calendar, sundial, aqueducts, bridges, pyramids, terracing, mathematics).

• 5. describes the rise of European colonial empires (e.g., mercantilism, slavery, conquistadors, and the Jesuits).

6. analyzes the impact of the Columbian Exchange on both the Old World and the New.

Benchmark 5: The student engages in historical thinking skills.

Indicators:

The student:

6 Δ 1. studies historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

• 2. identifies **artifacts** and documents from which historical accounts are constructed as either primary or secondary sources of historical data.

• 3. chronologically arranges historical materials relating to a particular region, **society**, or theme to analyze changes over time.

• 4. explains why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

WORLD HISTORY
By the end of Eleventh Grade

*Please note page 39 and 41 on Using the History Standards for the primary focus of World History at this level.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from prehistoric times through the pre-classical **civilizations**.

Indicators:

The student:

1. defines the term **civilization** and applies it to the **civilizations** of the ancient Middle East.
2. describes major accomplishments of early Middle Eastern **civilizations** in establishing strong economic and political systems, laying the foundation for learning and the arts, and the establishment of Judaism as the first monotheistic religion.
3. evaluates the accomplishments and characteristics of early **civilizations** in India and China (e.g., Dynastic Cycle, Mandate of Heaven, **caste system**, and the Silk Road).

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the time of the great classical **civilizations** of Greece, Rome, India, and China.

Indicators:

The student:

1. describes the enduring contributions of important individuals from Greek **civilizations** (e.g., Homer, Sappho, Herodotus, Thucydides, Socrates, Plato, Aristotle, Sophocles, Archimedes, Hippocrates, and Euclid).

11 Δ 2. evaluates the impact of Greek theory on the practice of government (i.e., lack of minority protection in Athenian direct democracy, Plato's Republic, Aristotle's six forms of government, role of demagogues).

3. evaluates the Roman legacy (e.g., architecture, technology and science, literature, language, and law).

• 4. describes the history of early Christianity, including the teachings of Jesus, the role of St. Paul, transformation of Christianity from persecuted religion to the official faith of the Roman Empire and the organization of the early church.

11 Δ 5. describes the beliefs of the major religions and philosophical systems of the world and their influence on the development of societies (e.g., Christianity, Hinduism, Buddhism, Confucianism, Taoism).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new **civilizations** of AD 500-1450.

Indicators:

The student:

1. explains the importance of the Byzantine Empire in continuing the legacy of Rome and establishing the Orthodox branch of Christianity.
2. describes the development and beliefs of Islam (e.g., Koran, Five Pillars, role of Mohammed, Sunni and Shiite Islam, Place of women in Islamic society).
3. compares and contrasts Islamic achievements with those of medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, and literature).

11 Δ 4. analyzes the impact of interaction with the Islamic world on the culture of medieval Europe (i.e., Crusades, trade, rediscovery of Greek and Roman learning).

5. describes feudalism, manorialism, and Roman Catholicism as the dominant political, economic, religious, and social systems of medieval Europe.
6. explains how and why Russia developed a different culture than Western Europe (e.g., not part of Roman Empire, Byzantine influence, Mongol domination).

11 Δ 7. describes the origins of representative government in England (i.e., Magna Carta and the Model Parliament of 1295).

8. contrasts the unbroken continuity of **civilization** in China with the disruption in the West after the fall of Rome.
9. describes the influence of China on Japan (Buddhism, Confucianism, the arts, writing).

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the emerging global age 1400-1750.

Indicators:

The student:

11 Δ 1. explains the significance of the Renaissance through the accomplishments of Petrarch, Raphael, Leonardo Da Vinci, Michelangelo, Machiavelli, Shakespeare, and Guttenberg.

11 Δ 2. explains the significance of the Reformation (e.g., the ideas of Luther and Calvin, the English Reformation, conflict related to the Reformation, the Catholic Reformation, religious warfare).

3. describes absolute monarchy in Europe (e.g., Phillip II, France from Henry IV to Louis XIV, Frederick the Great, and Peter the Great).

• 4. explains the significance of the Scientific Revolution (e.g., Copernicus, Bacon, Harvey, Galileo, Newton; invention of telescope, microscope).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

11 Δ 5. describes and explains the significance of the English Civil War and Glorious Revolution (e.g., limiting the power of the absolute Monarch, power shifting to Parliament).

11 Δ 6. analyzes the impact of European expansion into the Americas, Africa, and Asia (i.e., the establishment of colonial empires, the Columbian Exchange, growth of slavery, advances in navigation, influence of Christianity, rise of mercantilism and **capitalism**).

7. describes the accomplishments and significance of the Ottoman, Safavid, and Moghul Empires.

8. describes major developments in Japan (e.g., Japan moving from feudal disorder to stability under the Tokugawa Shogunate, isolationism, cultural accomplishments).

9. describes major developments in China (e.g., Ming naval expeditions; isolationism, restrictions on expeditions, trade, expeditions, and merchants; flourishing of Chinese arts).

Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the Age of Revolutions 1650-1914.

Indicators:

The student:

• 1. summarizes the ideas of major figures of the Enlightenment (i.e., Hobbes, Locke, Voltaire, Montesquieu, Rousseau, Wollstonecraft).

2. examines the development of political revolutions in the Americas (e.g., American Revolution, Toussaint L'Ouverture, Simon Bolivar, Hidalgo).

11 Δ 3. analyzes the major events, causes, and outcomes of the French Revolution (i.e., economic crisis, social unrest, influence of Enlightenment ideas, Declaration of the Right of Man, Bastille, Robespierre, the Terror, Thermidore, the rise and fall of Napoleon, the Vienna Settlement of 1815).

11 Δ 4. analyzes the impact of the Industrial Revolution (i.e., improvements in production and transportation; ideas of Smith, Malthus, Ricardo, Marx, Mill, the Utopian Socialists; the rise of an urban working class and labor unions; reform movements and the extension of the suffrage).

5. describes the impact of Western nationalism and imperialism (e.g., unification of Germany and Italy, competition for colonies in Africa and Asia, ideology of Social Darwinism and Rebellion, Boxer Rebellion, and Sun-Yat-Sen).

6. examines key developments in the search for political democracy and social justice (e.g., revolutions of 1848; emancipation of serfs in Russia and ending of slavery in the United States; extension of suffrage for both men and women, Elizabeth Cady Stanton and the Pankhursts; rise of Bolshevism).

11 Δ 7. explains the rise of Meiji Japan as a World Power (i.e., industrialization, militarization, the Sino-Japanese War, the Russo-Japanese War).

11 Δ 8. describes the discoveries and ideas of major figures in science and medicine (e.g., Nightingale, Pasteur, Lister, Darwin, Einstein, the Curies, and Freud).

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• Indicators suggested for local assessment.

Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the Era of Global Wars, 1914 1945.

Indicators:

The student:

1. explains the origin, course, and consequences of World War I (i.e., Impact of Technology, Trench Warfare, Impact on Civilization, Nationalism, Entangling Alliances, Imperialism, Militarism, Industrialism, Attempt at International Cooperation, Russian Revolution, Rise of Fascism; Hitler Cultural Disillusionment, Growth of Nationalism). [See U.S. History Benchmark 4]
2. describes the establishment and development of the Soviet Union (e.g., Russian Revolutions of 1905, March 1917, November 1917, Lenin, Stalin, Trotsky, Russian Civil War, New Economic Policy, secret police and purges).
3. describes the origins, course, and consequences of World War II (e.g., Failure of the League of Nations, Reaction against Versailles Treaty, Failure of Appeasement, Japanese Imperialism, military technology, belligerent's strategy, Nuclear Age, Cold War, emergence of superpowers, regional security alliances, United Nations). [US 11.5.3]
4. describes the rise of anti-colonial and national movements directed against European imperialism (e.g., Gandhi, Ho Chi Minh, Kuomingtang).

11 Δ 5. describes the changes in economic conditions and social structures (i.e., global depression, urbanization, labor, modernism in art and literature, class conflict).

• 6. analyzes the impact of science and technology (e.g., communications, medicine, transportation, energy sources).

Benchmark 7: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world since World War II.

Indicators:

The student:

1. describes major events in the history of the Cold War (e.g., the establishment of the Soviet Bloc, Mao's victory in China, the Truman Doctrine, the Marshall Plan, the formation of NATO, the Berlin Blockade, the Iron Curtain, the Berlin Wall, the Cuban missile crisis, attempts at freedom in Hungary and Czechoslovakia). [US 11.6.2]
2. analyzes the impact of the collapse of the Soviet Union on world peace and stability (e.g., economic crisis in Russia, conflict in the Balkans).
3. analyzes the role of ideology, nationalism, religion, and the struggle for human rights in regional conflicts (e.g., Northern Ireland, Latin America, the Balkans, India and Pakistan, U.S. Civil Rights, the Middle East, Rwanda).

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• Indicators suggested for local assessment.

4. analyzes the potential and problems presented by advances in science, technology, economics, and culture (e.g., generic engineering, space exploration, communications, television, growth of education).
- 5. describes the changes in economic conditions and social structures (e.g., mass education, population explosion, global economy, human rights, corporatism).

11 Δ 6. analyzes the impact of science and technology (i.e., biotechnology, space exploration, global communications, immunization, environmentalism).

Benchmark 8: The student engages in historical thinking skills.

Indicators:

The student:

- 1. analyzes historical materials to trace development of an idea or trend across space or over a prolonged period of time to explain patterns of historical continuity and change.
- 2. develops and implements effective research strategies for investigating a given historical topic.
- 3. examines and analyzes primary and secondary sources in order to differentiate between historical facts and historical interpretations.
- 4. compares competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Kansas

Standards by Grade Level

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

By the end of Second Grade
CIVICS-GOVERNMENT

Civics-Government Standard: **The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional government, and the rights, privileges, and responsibilities to become active participants in the democratic process.**

Benchmark 1: The student understands the **rule of law** as it applies to family, school, local, state and national **governments**.

Indicators:

The student:

- 1. describes the need for rules in the family, school, and **community**.
  2. discusses safety rules (e.g., poison, traffic, fire, playground).

Instructional Suggestions:

1. *Make posters illustrating the rules. (1, 2)*
2. *Create an imaginary classroom, community, etc. and generate rules for that imaginary unit. (1, 2)*

Benchmark 2: The student understands the shared ideals and the diversity of American society and political **culture**.

Indicators:

The student:

6 Δ 1. knows how various symbols are used to depict Americans shared values, principles, and beliefs (i.e., eagle, flag, seals, pledge).
2. knows the qualities of a good, law-abiding citizen (e.g., honesty, courage, **patriotism**, respect).

Instructional Suggestions:

1. *Use art activities illustrating the different symbols of the state. (1)*
2. *Discuss the qualities of a good friend and relate those qualities to mat of a good citizen. (2)*
3. *This would be an excellent time to use community resources such as a law-enforcement officer or other community official. (2)*

Benchmark 3: The student understands how the U.S. **Constitution** allocates and restricts power and responsibility in the **government**.

Indicators:

The student:

- 1. recognizes that the U.S. **Constitution** is a written plan for the rules of **government** (e.g., knows that the **Constitution** is the list of rules of the **government** compared to the rules for the family, classroom, school).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *When talking about the rules of the classroom and school, relate that the country has rules called the Constitution. Puzzles or pictures of Kansas and the United States may help to explain country. The main idea is to impart the name of our country's rules is the Constitution. (1)*

Benchmark 4: The student identifies and examines the **rights**, **privileges** and responsibilities in becoming an active civic participant.

Indicators:

The student:

1. identifies the **rights**, **privileges** and responsibilities students have at home, in the classroom, at school, and in the **community**.
2. identifies basic **rights** and **privileges** that students have and those they will acquire with age (e.g., driving, voting).

Instructional Suggestions:

1. *Divide the class into two parts. For a few minutes allow 1/2 of the class to leave their desk and do some fun activity while the other side must work on a short assignment. Then have the children change places so all children can understand privileges and rights. Their responsibility is to get the short assignment done. (1, 2)*

Benchmark 5: The student understands various systems of **governments** and how nations and international organizations interact.

Indicators:

The student:

1. describes **governments** in terms of people and groups who make, apply and enforce rules and laws for others in their family, school, and **community** (e.g., parent, teacher, principal, police, mayor, governor, legislator, president).

Instructional Suggestions:

1. *Discuss "Who makes the rules at school?" "Why do we need rules?" Illustrate the rules. (1)*
2. *Use a community resource to visit the class. This might be a good time for a friendly visit by the principal. (1)*

By the end of Second Grade
ECONOMICS

Economics Standard: **The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

Benchmark 1: The student understands how **scarcity** of resources requires choices.

Indicators:

The student:

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

- 1. identifies an example of a **producer** and **consumer**.
- 2. provides examples of **goods** and **services**.
3. identifies the **opportunity cost** of an activity (Illustration: the **opportunity cost** of swinging at recess might be missing a game of soccer).

Instructional Suggestions:

1. *Create two collages. One collage should have pictures representing goods and one collage representing pictures of services. (2)*
2. *Have each student cut out a picture representing producer and consumer. Have students place them on a bulletin board under the words producer and consumer. (1)*

Benchmark 2: The student understands how the market **economy** works in the United States.

Indicators:

The student:

1. explains how **barter** can be used to exchange **goods** and **services**.
6 Δ 2. explains the role of money used to exchange **goods** and **services**.

Instructional Suggestions:

1. *Discuss with students whether or not there are services or goods they barter for at home. (2)*
2. *List five goods and services they desire and describe ways of obtaining these goods and services without using money. Then explain why using money makes it easier to get the same five items. (2)*

Benchmark 3: The student analyzes how different **economic systems**, institutions, and incentives affect people.

Indicators:

The student:

1. gives examples of different **markets** for various **goods** and **services**. (e.g., grocery store, garage sale, hot dog stand, movie theater, hospital).

Instructional Suggestions:

1. *Match pictures of goods and services to the market they belong in. (1)*
2. *Convince classmates to buy a good or service from your marketplace by role playing. (1)*

Benchmark 4: The student analyzes the role of the **government** in the **economy**.

Indicators:

The student:

1. identifies **goods** and **services** provided by the **government** (e.g., streets, parks, police protection, public schools).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Brainstorm a list of all the goods and services provided by the government in their school, home, community. (1)*

Benchmark 5: The student makes effective decisions as a **consumer**, **producer**, saver, investor, and citizen.

Indicators:

The student:

1. demonstrates that **spending** is exchanging money for **goods** and **services**.
- 2. explains why it is important to plan **spending** decisions.
3. lists reasons why people save (e.g., buy a bike, go to college, buy a house, purchase a toy).

Instructional Suggestions:

1. *Grandmother gave you $25 for your birthday. Have students suggest ways to spend the money. (1,2)*

By the end of Second Grade
GEOGRAPHY

Geography Standard: **The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.**

Benchmark 1 - Maps and Location: The student uses maps, **graphic representations**, tools, and technologies to locate, use, and present information about people, places, and environments.

Indicators:

The student:

- 1. lists and describes the characteristics and purposes of maps and the globe (e.g., title, **legend**, **compass rose**, model of Earth, representation of Earth's features).
- 2. identifies and correctly uses terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there, north, south, east, west).
3. differentiates between neighborhood, town, and state.
4. uses and makes maps of classroom, school, and neighborhood to locate familiar places (e.g., school, home, or neighborhood).
5. identifies the locations of places within the **community** and suggests why particular locations are used for certain human activities (e.g., parks, schools, shopping, housing).

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Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

- Indicators suggested for local assessment.

Instructional Suggestions:

1. *Design and create a map that displays information about the classroom, school, and/or neighborhood using symbols explained in a key. Identify various locations and suggest reasons why they are used for certain human activities. (1, 2, 4, 5)*
2. *Using concentric circles, with the student's name or picture occupying the center circle, label the circles from smallest to largest, home, city, state, country, planet. (Resource: My Place in Space). (3)*

Benchmark 2 - Regions: The student analyzes the **spatial** organization of people, places, and environments that form regions on Earth's surface.

Indicators:

The student:

1. describes the physical and human characteristics of the local community (e.g., location, land, weather, seasons, people, jobs, houses, food, recreation, customs).
2. identifies physical and human changes that have taken place over time in the local region (e.g., new shopping center, tearing down houses, tornado/flood damage).

Instructional Suggestions:

1. *Use pictures, maps, and other resources including recollections of older citizens and local museums/historical societies, to compare physical and cultural changes that have occurred in the local community over time. (1, 2)*

Benchmark 3 - Physical Systems: The student understands Earth's **physical systems** and how physical processes shape Earth's surface.

Indicators:

The student:

1. reports local weather patterns accurately.
- 2. describes the effects of seasonal change on the local environment.
- 3. describes the essential elements of a successful **ecosystem** (e.g., fresh air, clean water, food **supply**, habitat).

Instructional Suggestions:

1. *Create classroom "Weather" graph. Collect and record weather data throughout the school year. Make sure each student has an opportunity to be the "Weather Person". As a group, discuss emerging weather patterns and seasonal changes. Have students work in small groups to create a timeline documenting effects of weather changes over time. (1, 2)*
2. *Lead the students in brainstorming and making a chart listing the essential elements of a human environment. Make a similar chart of plants, and another for animals. Compare the common elements. Students draw a successful habitat for humans, plants and animals incorporating the common elements. (3)*

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- Indicators suggested for local assessment.

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, **interdependence**, cooperation, and conflict.

Indicators:

The student:

1. identifies the settlement patterns of the **community** (e.g., close to downtown vs. far away, close to jobs, outside of town).
- 2. identifies how people in his/her **community** satisfy their basic needs and wants (e.g., transportation, agriculture, mining, trade, manufacturing, services).
- 3. explains why conflicts arise over control of territory and how these conflicts can be resolved (e.g., place in line, seat in car, area of playground).

Instructional Suggestions:

1. *Discuss where people in your community live and why. Create a class mural by having small groups draw or paint depictions of various areas of the community. (1, 2)*
2. *Brainstorm situations in which conflict arise between students. Have students role play the development and resolution of those conflicts. (3)*

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and **physical systems**.

Indicators:

The student:

6 Δ 1. identifies ways in which people depend on the physical environment (i.e., water, food, fuel, **natural resources**).
- 2. describes how humans adapt to variations in the physical environment (e.g., choices of clothing, housing, crops).

Instructional Suggestions:

1. *Make a class list of things people need, want, and obtain from the physical environment (e.g., food, clean air, water, and mineral resources). Identify those obtained from e physical environment in the local community. (1)*
2. *Using the weather chart previously developed, discuss how weather/seasonal changes effect clothing, housing, and/or outdoor recreational choices. Ask students to write a brief account of what choices they personally make in response to these changes. (2)*

By the end of Second Grade
KANSAS, UNITED STATES, AND WORLD HISTORY

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

- Indicators suggested for local assessment.

Benchmark 1: The student understands the significance of the contributions of important individuals and major developments in history.

Indicators:

The student:

- 1. retells the stories of explorers, inventors, and scientists (e.g., Christopher Columbus, Marco Polo, Benjamin Franklin, Thomas Edison, and others).

6 Δ 2. knows the importance of United States social and political leaders. (i.e., George Washington, Thomas Jefferson, Abraham Lincoln, Benjamin Franklin, and Martin Luther King, Jr.).

Instructional Suggestions:

1. *Draw a series of pictures to illustrate the story of famous people such as Columbus, Franklin, Ross, etc. (1).*
2. *Use story mapping to map out the story of a person's life (2).*

Benchmark 2: The student understands the importance of the experiences of groups of people.

Indicators:

The student:

- 1. compares and contrasts the life conditions of the earliest settlements to the present (e.g., American Indians, plains pioneers, early English and Spanish settlements).
- 2. retells the story of the settlement of his/her own **community**, drawing upon **primary sources** (e.g., maps, photos, oral histories, newspapers, and letters).
- 3. compares at least two different types of shelter used by American Indians in Kansas from 1500 to 1700 (e.g., grass lodge, tipi, earth lodge).

4. uses stories, **artifacts**, and/or traditional music to interpret some aspect of daily life for early American Indians in Kansas.

- 5. uses historical photographs to identify two types of housing early Kansas **immigrants** built (e.g., dugouts, sod houses, log cabins, frame houses).

Instructional Suggestions:

1. *Build models of two types of American Indian houses. Compare these structures in terms of materials, shapes, etc. (3)*
2. *Draw a picture of your home. Compare its shape, building materials and number of rooms with a dugout and a sod house. (5)*

Benchmark 3: The student understands the significance of events, holidays, documents, and symbols which are important in United States history.

Indicators:

The student:

6 Δ 1. recognizes the United States flag, the Pledge of Allegiance, The Declaration of Independence, and The Star Spangled Banner as national symbols.

6 Δ 2. identifies some U.S. national holidays (i.e., Columbus Day, Independence Day, Martin Luther King Jr. Day, Presidents Day, Thanksgiving, Veterans Day).

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- Indicators suggested for local assessment.

3. explains the customs related to important holidays and ceremonies in various countries.

6 Δ 4. locates the state of Kansas using a political map of the United States.

6 Δ 5. names and locates the capital of Kansas using a state map.

6. identifies three official symbols of the state of Kansas (e.g., the state song - "Home on the Range", the state bird - the meadowlark, the state flower - the sunflower).

6 Δ 7. explains the origin of the name "Kansas" (i.e., from the Kansa Indians).

Instructional Suggestions:

1. *Trace a map of Kansas. Cut out your traced map. Use its shape to locate Kansas on a map of the United States. (4)*

Benchmark 4: The student understands the variety of ways land has been used over time.

Indicators:

The student:

1. describes the different food sources produced in Kansas over time (e.g., grains, livestock, fruits, and vegetables).
2. describes land use in his/her **community** (industrial, agriculture, housing, mining, and public use).

Instructional Suggestions:

1. *As a class, design a bulletin board illustrating food sources produced in Kansas. (1)*
2. *Produce a collage photo collage show examples of food sources produced in Kansas (1)*
3. *Draw a picture showing an example of places in your community used for agriculture, industry, housing or public use. (2)*

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• Indicators suggested for local assessment.

By the end of Fourth Grade
CIVICS-GOVERNMENT

Civics-Government Standard: **The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional government, and the rights, privileges, and responsibilities to become active participants in the democratic process.**

Benchmark 1: The student understands the **rule of law** as it applies to family, school, local, state and national **governments**.

Indicators:

The student:

- 6 Δ 1. explains the purpose of rules and laws and why they are important in school, **community**, state and nation.
- 6 Δ 2. applies criteria useful in evaluating rules and laws (i.e., **common good** vs. individual **rights**, possible to follow).
- 3. names the capital of Kansas and the United States and defines the purpose of a capital.

Instructional Suggestions:

1. *Evaluate the need for traffic fules and discuss why individuals cannot do as they please. Apply the knowledge gained to other situations. (1)*
2. *Make up a set of rules to be followed for a short period of time that are impossible to follow. Follow with a discussion of the criteria we expect in rules we are to follow. (2)*
3. *Create a map of the United States locating Topeka and Washington D.C. (3)*

Benchmark 2: The student understands the shared ideals and the diversity of American society and political **culture**.

Indicators:

The student:

- 1. understands that **civic values** are influenced by people's beliefs and **needs** (e.g., need for safety, health, and well-being).
- 6 Δ 2. describes the similarities and unique qualities of cultures in the United States.

Instructional Suggestions:

1. *Look for current events that prove that the government can protect dour civil rights. (1)*
2. *Discuss how differences add to the richness of the community, and how our laws protect our civil rights (examples: freedom of worship, freedom of speech). (1, 2)*

Benchmark 3: The student understands how the U.S. **Constitution** allocates and restricts power and responsibility in the **government**.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Indicators:

The student:

6 Δ 1. identifies the three branches of **government** and their primary functions (i.e., legislative, judicial, executive).

2. identifies the powers and responsibilities in each branch of **government** (e.g., President, Chief Justice, Speaker of the House, Vice President/President protempore).

Instructional Suggestions:

1. *Use the School House Rock series to learn about the branches of government. (1)*
2. *Create mobiles that depict the branches of government and their powers. (1)*
3. *Make a help-wanted ad that might be in a newspaper for each of the offices listed above. (2)*

Benchmark 4: The student identifies and examines the **rights**, **privileges** and responsibilities in becoming an active civic participant.

Indicators:

The student:

6 Δ 1. understands the responsibilities and **rights** of the individual in groups; such as, family, peer group, class, school, and local, state, and national **governments**.

6 Δ 2. knows that effective informed citizenship is a duty of each citizen (i.e., jury service, voting, running for office, and **community** service).

Instructional Suggestions:

1. *Discuss the words responsibilities and rights. Have students compose a list of responsibilities and rights they believe are theirs. Discuss and share lists. (1)*
2. *Create a survey to find out the opportunities for community service in your town. Perhaps consider undertaking one appropriate for your class. (2)*

Benchmark 5: The student understands various systems of **governments** and how nations and international organizations interact.

Indicators:

The student:

1. describes the basic purposes of **government** (using powers to provide and enforce rules for a **society** to live by, protect **rights**).

2. recognizes how and why the world is divided into nations.

6 Δ 3. identifies the characteristics of a **republic**, a **democracy** and a **monarchy**.

Instructional Suggestions:

1. *Make a list of reasons why we need our country. What does our country do for us? Perhaps use the JFK quote, "Ask, not what your country..." (1)*
2. *Make word puzzles for vocabulary terms. (3)*

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

By the end of Fourth Grade
ECONOMICS

Economics Standard: **The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

Benchmark 1: The student understands how **scarcity** of resources requires choices.

Indicators:

The student:

- 1. knows that there are not enough productive resources to satisfy all wants for **goods** and **services**.
  2. identifies examples of how natural, **capital** and **human resources** are used in production of a good or service (e.g., land resources [natural] are used to produce wheat [good] which is harvested by skilled farmers [human] using combines [**capital**]).
- 3 traces the production, **distribution**, and consumption of a particular good.

6 Δ 4. compares the cost to the **benefit** of making a choice. (i.e., doing homework has both a cost and a **benefit**; cost is the time spent, the **benefit** is what is learned from the assignment).

8 Δ 5. knows that economic specialization occurs when people produce a narrower range of **goods** and **services** than they consume.

6. gives an example of economic **interdependence** (i.e., state of Kansas depends on states like Florida, Texas, and California for some fruits and vegetables).

Instructional Suggestions:

1. *List all the resources that would be needed to build their school and categorize them as natural, human, and human-made (capital) resources. (2)*
2. *Generate different methods for allocating student time with classroom computers, tell who gains and who loses with each distribution method and conclude that no distribution methods satisfies all wants. (3)*
3. *Diagram the production, distribution, and consumption of a particular good originating in Kansas. (3)*

Benchmark 2: The student understands how the market **economy** works in the United States.

Indicators:

The student:

- 1. explains how **barter** or money are used to exchange **goods** and **services**.
  2. knows that a **market** occurs when buyers and sellers exchange **goods** and **services**.
  3. identifies the **entrepreneur** as a human resource and describes at least one characteristic of an **entrepreneur** (e.g., risk taker, takes initiative to produce a product, is an innovator).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *After reading Alexander Who Used To Be Rich Last Sunday, discuss why Alexander willingly traded his coins. (He expected to be pleased with his purchases). (1, 2)*
2. *Role play using bartering as Kansas Indian tribes would have. (1)*

Benchmark 3: The student analyzes how different **economic systems**, institutions, and incentives affect people.

Indicators:

The student:

6 Δ 1. defines **imports** and **exports** and gives examples of each.

Instructional Suggestions:

1. *Make a list of products Kansas imports and exports to and from other countries. (1)*

Benchmark 4: The student analyzes the role of the **government** in the **economy**.

Indicators:

The student:

6 Δ 1. identifies **goods** and **services** provided by two different levels of **government** (i.e., firefighters, highways, NASA, museums).

Instructional Suggestions:

1. *Brainstorm a list of goods and services not privately produced and explain how these goods and services are paid for. (1)*
2. *Discuss from the following list which goods and services are provided by the government: a bag of groceries, the fire department, the police department, a television set, a state or federal highway. (1)*

Benchmark 5: The student makes effective decisions as a **consumer**, **producer**, saver, investor, and citizen.

Indicators:

The student:

1. determines how **wants** for **goods** and **services** are met through **spending** and **saving**.
2. identifies examples of **borrowing** and lending.

Instructional Suggestions:

1. *Pick a product the student would like to buy. Outline a plan to get the money to purchase the desired item. (1, 2)*
2. *Give examples of items you have borrowed from or loaned to others and discuss if there was any costs related. (2)*

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• Indicators suggested for local assessment.

By the end of Fourth Grade
GEOGRAPHY

Geography Standard: **The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.**

Benchmark 1 - Maps and Location: The student uses maps, **graphic representations**, tools, and technologies to locate, use, and present information about people, places, and environments.

Indicators:

The student:

1. uses map **legends**, **scale** and distance to answer **geographic questions**.
- 2. uses grid systems to locate places on maps and globes (basic alpha-numeric and **latitude/longitude** coordinates).
3. identifies major landforms and bodies of water (e.g., continents, mountains, islands, peninsulas, rivers, oceans) on maps, globes, and aerial photos to answer simple **geographic questions** related to their **relative locations**.

6 Δ 4. locates major physical and **political features** of Earth from memory (see Appendix 4 for assessment items).

5. observes and compares patterns of land use in urban, suburban, and rural areas.
- 6. analyzes the locations of places to suggest why particular locations are used for certain human activities (e.g., residential, commercial, recreational, **community services**, agricultural, industrial).

Instructional Suggestions:

1. *Give each group of 3-4 students a Kansas road map. Instruct them to write questions that can be answered using the map legend, scale, and grid system. They must also make an answer key to accompany their questions. Compile the questions and distribute to individual students for answering. (1, 2, 5, 6)*
2. *Ask students to identify physical and political features along a great circle route between two places (e.g., Los Angeles and Moscow, Singapore and Buenos Aires) using a globe, maps, and other sources of graphic information, and answer simple geographic questions relating to their relative locations. (2, 3)*
3. *Creates a world map puzzle filling in locations as you study them throughout the year. Begin with a world map with borders drawn (have a large class map on a bulletin board and smaller individual ones). Gradually add colored pieces for new locations learned. Draw and label rivers, mountains, and cities. Label water bodies as they are learned. Each continent could be colored a different color. Borders would still be visible for adding political units later. On desk maps each U.S. region could be added as a whole and a separate puzzle could contain only a version of that region to which the individual states could be added. Each week as new locations are added, previously learned ones should be reviewed. Distinctions between continent, country, state, and city should also be reinforced during these discussions. The key should be updated as colors and other symbols are added. (4)*

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• Indicators suggested for local assessment.

Benchmark 2 - Regions: The student analyzes the **spatial** organization of people, places, and environments that form regions on Earth's surface.

Indicators:

The student:

- 6 Δ 1. describes and compares the vegetation, climate, and landforms of U.S. regions (i.e., Southeast, Northeast, Plains, Rocky Mountains, Southwest, Pacific Northwest, Alaska, Hawaii).
- • 2. describes the physical processes that shape the characteristics of regions (e.g., erosion, mountain building, precipitation).
- 6 Δ 3. identifies and compares the human characteristics of Kansas and regions of the United States (i.e., people, religions, languages, customs, economic activities, housing, foods, customs; Southeast, Northeast, Great Plains, Rocky Mountains, Southwest, Pacific Northwest, Alaska, Hawaii).
- 6 Δ 4. describes the human activities that shape the characteristics of regions (e.g., mining, farming, manufacturing, migration, settlement, road and railroad building).

Instructional Suggestions:

1. *Have students compare and contrast the human characteristics, and physical processes and characteristics of two or more regions of the U.S. using, compare and contrast charts, Venn diagrams, or other graphic representations. (1, 2, 3)*
2. *Using historical fiction or other period literature have students examine changes in the physical and human characteristics for a region. Ask them to investigate events and decisions from that period and discuss the consequences. (4)*

Benchmark 3 - Physical Systems: The student understands Earth's **physical systems** and show physical processes shape Earth's surface.

Indicators:

The student:

- • 1. identifies and describes the physical components of Earth's atmosphere, land, water, and **biomes** (e.g., temperature, precipitation, wind, weather climate; mountains, hills, plateaus, plains, river valleys, peninsulas, islands; oceans, lakes, rivers, aquifers; plants, animals, habitats).
- 2. describes how Earth's position relative to the Sun affects conditions and activities on Earth (e.g., length of day, seasons, summer and winter activities, clothing, housing).
- 3. explains the functions and dynamics of ecosystems (e.g., food chains, water, link between flora, fauna, and environment).
- • 4. describes plants and animals associated with specific **biomes** (e.g., desert, wetland, mountain, grassland, forest, tundra).

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• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Ask students to prepare a model or design a demonstration to how the tilt of Earth in relation to the Sun in order to explain seasons at different locations on Earth and explain how the Sun affects conditions and activities on Earth. (1, 2)*
2. *Assign students to play the roles of various components of an ecosystem. Have them research the importance of their role and connections with other elements, and write that information in the form of a speaking part in a play. (3)*
3. *Create dioramas that depict the plants and animals in a specific biome. (4)*

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, **interdependence**, cooperation, and conflict.

Indicators:

The student:

- 1. describes the types and characteristics of territorial/political units (e.g., city, county, state, country, province, boundaries, laws, autonomy).
- 2. describes and compares cultural characteristics and patterns within the U.S. (e.g., beliefs, customs, food preferences, ways of earning a living, technology, and gender/age roles).
- 3. identifies factors important in the location of economic activities (e.g., population concentration, environmental resources, transportation access, **technology**, market, labor pool).
- 4. explains why people compete for control of Earth's surface and how they resolve conflicts that arise.

Instructional Suggestions:

1. *Prepare an atlas with brief written explanations that show a variety of territorial units. (1)*
2. *Write an account, using thematic maps, briefly describing a U.S. culture region and its change over time. (2)*
3. *Prepare a visual display featuring graphs, maps, and pictures to compare the ways in which people earn a living or support themselves in different regions of the U.S. (3)*
4. *Brainstorm situations in which people compete for control. Include a list of the major players in those conflicts. Using the them of Conflict and Cooperation have students write an advice column in response to a letter from one of the major players. (4)*

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and **physical systems**.

Indicators:

The student:

- 1. identifies the positive and negative impacts of past, present, and future human activities on the physical environment (e.g., loss of habitat, mining, farming, chemical uses, **community** development).

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• Indicators suggested for local assessment.

- 2. identifies ways in which human activities are enhanced or constrained by the physical environment (e.g., housing, clothing, recreation, jobs, resource availability, effects of weather and climate).
  3. identifies and suggests to critical present-day issues related to the use of **natural resources** (e.g., **depletion**, **conservation**, pollution).

Instructional Suggestions:

1. *Prepare an illustrated booklet that shows how and why people alter the physical environment and the impact of their decisions. (1)*
2. *Use pictures of housing in the student's community, region, or in other parts of the U.S. at different periods of time to describe how the physical environment can influence the choice of building materials and style of constructions, and how people adapt building styles to the availability of building materials (e.g., sod houses in the Great Plain, dugouts in early Texas settlements, log cabins in wooded areas of the eastern U.S.). (2)*
3. *List the advantages and disadvantages of recycling and reusing different types of materials. Write a letter to local officials encouraging them to adopt a recycling program. (Persuasive writing) (3)*

By the end of Fourth Grade
KANSAS HISTORY

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the importance of the experiences of groups of people.

Indicators:

The student:

6 Δ 1. compares reasons that brought settlers to Kansas (i.e., geographic, political, economic, and religious).

- 2. identifies at least five immigrant groups that settled late 19th and 20th century in Kansas (e.g., English, German, German-Russian, French, Swedish, Croatian, Serbian, Mexican, African American, Vietnamese, Cambodian, Laotian).
  3. explains contributions made by immigrant groups to Kansas (e.g., Mexican-Americans and the railroad, German-Russians and wheat production).
- 4. describes the everyday life of a Kansas settler using literature, stories, letters, diaries, and/or other primary sources.

FOURTH GRADE - KS HISTORY CONT.

Instructional Suggestions:

1. *Use text or other secondary sources to construct a table that summarizes geographic, political, economic, and religious reasons that brought settlers to Kansas. (1)*
2. *Make a list of immigrant groups that settled in Kansas using a textbook or other secondary materials. (2)*
3. *Create a poster or other project that focuses on the everyday life of Kansas settlers. (4)*
4. *Visit a local historical society or public library. Ask to view primary source documents, such as letters and diaries, that were written by early settler to your county. (4)*

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- Indicators suggested for local assessment.

Benchmark 2: The student understands the significance of events, holidays, documents, landmarks, and symbols which are important in Kansas history.

Indicators:

The student:

1. explains how important buildings, statues, monuments, and place names are associated with the state's history.
2. describes regional folk heroes, stories, or songs that have contributed to the development of the history of Kansas and the United States.
3. uses local resources to explain the origin of his/her **community**.

Instructional Suggestions:

1. *Write clues that describe an important building or monument in Kansas. Have classmates guess the name of the building or monument. (1)*
2. *Write a play based on a folk song or story that describes a part of Kansas history. (2)*

Benchmark 3: The student understands the variety of ways land has been used in Kansas over time.

Indicators:

The student:

1. compares the changes in land usage of his/her town and/or county in Kansas since settlement using local documentation.
2. compares and contrasts land use in his/her **community** to other areas in Kansas.

Instructional Suggestions:

1. *Use a local records center (historical society, county courthouse, public library, etc.) or family resources to locate historical photographs of your town. Compare a location pictured to the same site today. (1)*

Benchmark 4: The student understands the impact of exploration and **migration** upon the history of Kansas.

Indicators:

The student:

6 Δ 1. describes the experiences of explorers who came to Kansas before statehood (e.g., Lewis and Clark, Pike, Coronado, and Long).

8 Δ 2. compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (i.e., commercial and immigration).

3. describes the interactions between different cultural groups on the trails and railroads (e.g., Mexican, American, and American Indian).

6 Δ 4. lists hardships that travelers encountered on the Santa Fe & Oregon-California Trail (i.e., lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon).

5. describes the development of trails, railroads, and highway systems to connect Kansas to the rest of the country.

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• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Draw a Venn Diagram showing similarities and differences between the Santa Fe and Oregon-California Trails. (2)*
2. *Make a list of major hardships encountered by travelers on one of the historic trails. Make a list of items a wagon would need for a successful journey. Give reasons for your choices. (4)*

Benchmark 5: The student understands the significance of famous individuals and their contributions in history.

Indicators:

The student:

1. researches the contributions made by notable Kansans in history (e.g., Dwight David Eisenhower, Alf Landon, Amelia Earhart, George Washington Carver, Carry Nation, Black Bear Bosin, Gordon Parks, Clyde Cessna, and local notables).

Instructional Suggestions:

1. *Develop trading cards by drawing a picture of a notable Kansan on one side and writing a list of his/her accomplishments on the other. (1)*

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• Indicators suggested for local assessment.

By the end of Fourth Grade
UNITED STATES AND WORLD HISTORY

History Standard: **The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

Benchmark 1: The student understands the significance of the contributions of important individuals and major developments in history.

Indicators:

The student:

1. researches to determine the historical contributions of important local and regional individuals.
2. researches the various individuals contributions (e.g., Lewis and Clark, Eli Whitney, George Washington Carver, Samuel Morse, Alexander Graham Bell, Henry Ford, Clara Barton, Wright Brothers, Rosa Parks, Chief Joseph, and others).
3. draws upon visual data to illustrate development of various forms of transportation now and long ago.
4. compares and contrasts ways people communicate with each other now & long ago.
5. describes the development and influence of tools on work and behavior.

Instructional Suggestions:

1. *Create a classroom hall of fame, emphasizing the contributions of young people--what makes them important. Examine common characteristics to determine leadership qualities (1).*
2. *Use pictures a variety of means of transportation used in the past. Do a video commercial about a particular type of transportation in the past (2).*
3. *List kinds of communication described in books you've read about the past. Make a poster telling how these are alike and how they are different (2).*
4. *Interview an adult about the tools he or she uses at home and at work. Give a brief summary of ways peoples lives are different because they are able to use these tools (2).*

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of heritage.

Indicators:

The student:

1. describes the experiences of cultural groups who settled in various regions of the United States and the local **community**.
- 2. compares his/her life with aspects of different **cultures** and in different eras (e.g., family life, structure, rules).
- 3. describes various **cultures** by studying dance, music, folklore, and arts of various **cultures** around the world.

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• Indicators suggested for local assessment.

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4. traces the history of a family through the use of primary and secondary sources (e.g., **artifacts**, photographs, interviews, and documents).

Instructional Suggestions:

1. *Read a book such as Immigrant Kids. Make a list of ways in which your life is like that of these children. Write a brief letter to one of the children in the book telling ways in which your life is like theirs and how it is different (2).*
2. *Attend a performance of a local dance or music performance. Write a letter to the performer(s), telling what you learned about culture from that performance (3).*
3. *Construct a family tree from photos, interviews, and artifacts (4).*

Benchmark 3: The student understands the significance of events, holidays, documents, and landmarks, which are important in United States history.

Indicators:

The student:

1. identifies important documents in U.S. history (e.g., *The Declaration of Independence*, the *U.S. Constitution*, *Mayflower Compact).*
2. describes the historical events that led to important U.S. holidays (e.g., Columbus Day, Independence Day, Martin Luther King Jr. Day, Presidents Day, Thanksgiving, Veterans Day).

6 Δ 3. recognizes and locates national and local landmarks and historic sites (Jefferson Memorial, Lincoln Memorial, Plymouth Rock, U.S. Capitol, Washington Monument, White House).

4. explains why we have landmarks and historic sites.

Instructional Suggestions:

1. *State the purpose of one of our founding documents in a simple statement. Illustrate your statement with pictures or symbols for display (1).*
2. *As a class, publish make a picture book of important landmarks, both local and national. Write captions that tell why each is important (3).*

Benchmark 4: The student engages in historical thinking skills.

Indicators:

The student:

1. creates and uses personal and historical timelines.

6 Δ 2. identifies **artifacts** and documents as either primary or secondary sources of historical data.

3. describes how historians and archeologists use different methods to study the past (e.g., historians use documentary evidence and archeologists use physical evidence).
4. defines decade and century.

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By the end of Sixth Grade
CIVICS-GOVERNMENT

Civics-Government Standard: **The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional government, and the rights, privileges, and responsibilities to become active participants in the democratic process.**

Benchmark 1: The student understands the **rule of law** as it applies to family, school, local, state and national **governments**.

Indicators:

The student:

1. explains the possible consequences of the absence of **government**, rules, and laws (e.g., issues of **community** safety, courtesy, rules and referees of games, playground rules).
- 2. understands the function of the state and national capitals (e.g., lawmaking, seat of **government**, home of leader, home of supreme courts).

Instructional Suggestions:

1. *Write a fictional story about a school without rules. (1)*
2. *What goes on in the state capitol that makes a difference in your life and that of your family? Although they cannot vote, they can voice their opinion and make suggestions. Recently a group of 5th graders promoted the adoption of the catfish as the state fish. (2)*

Benchmark 2: The student understands the shared ideals and the diversity of American society and political **culture**.

Indicators:

The student:

6 Δ 1. describes the democratic principles embodied in the Declaration of Independence and the **Constitution** of the U.S., including the Bill of Rights.

2. recognizes that The Magna Carta, Mayflower Compact, Articles of Confederation, and other similar documents influenced the development of American Constitutional **government**.

3. recognizes the consequences of violating the **rights** of others.

6 Δ 4. explains the principles and ideals of the American democratic system (i.e., liberty, justice, equality of opportunity, and human dignity).

- 5. recognizes the important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams)

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- Indicators suggested for local assessment.

Instructional Suggestions:

1. *Post copies of the documents in the classroom so students learn to identify the documents by sight. Summarize the purpose of each document. Using charades act out some of the freedoms secured by the Bill of Rights. Discuss the Preamble and use the list of goals to describe the Constitution. Consider using School House Rock to become familiar with the Preamble. (1)*
2. *Make a list of ways which your personal freedoms might be limited. Draw a cartoon that illustrates the point that "my freedom ends where your nose begins." (3)*
3. *Play School House Rock songs that describe democracy and the great American melting pot. Write a short story that is developed around the idea of equal opportunity. (4)*
4. *Have pictures available in the classroom of the founding fathers. Identify money that has a portrayal of a founding father. Have students divide into groups and each group to be assigned a founding father. Each group will present that person to the class using songs, a rap, display board, short plays, etc. (5)*

Benchmark 3: The student understands how the U.S. **Constitution** allocates and restricts power and responsibility in the **government**.

Indicators:

The student:

- 6 Δ 1. defines **federalism**.
- 6 Δ 2. defines **democracy** and **republic**.
- 11 Δ 3. explains **Constitutional powers** (i.e., expressed, reserved, concurrent, implied, and **prohibited powers**).
- 11 Δ 4. describes how the United States **Constitution** supports the principle of majority rule but also protects the **rights** of the minority.
- 6 Δ 5. explains the function of the three branches of **government**.

Instructional Suggestions:

1. *Make word/definition puzzles for new terms. (1, 2, & 3)*
2. *Make a Venn Diagram to compare/contrast democracy and republic. (2)*
3. *Create voting opportunities in the classroom that involve two-sided issues where students voice opinions, then vote. Stress the point the one side will win, but the right of individuals to voice opinions must be respected. (4)*
4. *Design mobiles that depict the three branches of government and illustrate their functions. (5)*

Benchmark 4: The student identifies and examines the **rights**, **privileges** and responsibilities in becoming active civic participant.

Indicators:

The student:

- • 1. distinguishes between **rights**, **privileges**, and responsibilities.
- 8 Δ 2. identifies criteria and processes to attain naturalized citizenship (i.e., residence requirements, proof of moral character, and required knowledge and skills).
- 8 Δ 3. identifies the **privileges** of U.S. citizenship (i.e., right to vote, hold public office, and serve on a jury).
- 8 Δ 4. compares the methods by which we elect **government** officials (i.e., Electoral College, popular vote).

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• Indicators suggested for local assessment.

8 Δ 5. examines the steps necessary to become an informed voter (i.e., recognize issues and candidates, stands taken by candidates on issues, personal choice, and voting).

Instructional Suggestions:

1. *Make a graphic organizer that shows the steps observed in obtaining citizenship. (2)*
2. *Become involved in a local election issue (new school, etc. (4)*
3. *Hold a mock election. (3, 4, & 5)*

Benchmark 5: The student understands various systems of **governments** and how nations and international organizations interact.

Indicators:

The student:

6 Δ 1. understands that the type of **government** and its functions influence the treatment of its citizens (i.e., **republic**, **democracy**, monarchy **dictatorship**).

8 Δ 2. compares the structure and function of local, Kansas, and federal **governments** (i.e., make laws, carry out laws, enforce laws, manage conflicts, and provide for the defense of the nation).

Instructional Suggestions:

1. *Make a graphic organizer, chart, or diagram to illustrate the types of government. (1)*
2. *Compare state government to the governments of state Indian tribes. (2)*

By the end of Sixth Grade
ECONOMICS

Economics Standard: **The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

Benchmark 1: The student understands how **scarcity** of resources requires choices.

Indicators:

The student:

1. illustrates how **scarcity** of resources requires choices at both the personal and societal levels.

6 Δ 2. determines how unlimited **wants** and limited resources lead to choices that involve **opportunity cost**.

3. describes how labor **productivity** can be increased as a result of **specialization**, division of labor, and more **capital goods**.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

6 Δ 4. gives examples of economic **interdependence** of at least two of the following levels: local, state, regional, national and international.
5. determines how invention may lead to innovations that have economic value.

Instructional Suggestions:

1. *Among choices available to students (buying items, spending free time) have students rank alternatives, identify their choice and their opportunity costs, their second most-desired choice. Have students write about their decision and their opportunity cost, explaining their decision. (2)*
2. *Participate in a simulated assembly line and identify the separate operations and different tasks involved. (3, 5)*
3. *Plan how to divide your time on Saturday afternoon when the possibilities are raking leaves to earn money, going roller skating with friends, and shopping at the mall with your aunt. Explain how you would use your time and explain what happens if you devote more time to one activity over another. (1, 2, 3)*

Benchmark 2: The students understands how the market **economy** works in the United States.

Indicators:

The student:

8 Δ 1. uses a **supply** and **demand** graph to illustrate the relationship of **price** to **supply** and **demand**.
8 Δ 2. gives examples that illustrate the effect of changes in **supply** and **demand** on **prices** (Illustration: an increase in the cost of raising cattle eventually reduces the **supply** of cattle, thereby increasing the **price** of beef).
8 Δ 3. identifies the **entrepreneur** as the one who organizes other economic resources to produce **goods** and **services**.

Instructional Suggestions:

1. *Invite a local business persons to explain why some goods are marked up while other goods are marked down. (1)*
2. *Interview grocery store managers about the price fluctuations of products in their stores (e.g., lettuce, oranges, coffee). Discuss how events in different parts of the world affect the price of goods in the community. (1)*

Benchmark 3: The student analyzes how different **economic systems**, institutions, and incentives affect people.

Indicators:

The student:

• 1. explains the function of banks for individuals and businesses (e.g., **borrowing**, **saving**, interest, profit).
2. gives examples of positive and negative incentives.
6 Δ 3. recognizes the economic conditions under which trade takes place between nations.
6 Δ 4. predicts how competition affects **price**.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Identify competitors in their community using the yellow pages of the telephone. Explain how the opening of a second pizza shop in a small community affects prices, profits, service, and quality. (4)*
2. *Examines brand labels of products at home and compile a list of imported products and the countries from which they are imported. (3)*
3. *Examine key trade routes in World History. What types of goods were imported and exported between countries? (3)*

Benchmark 4: The student analyzes the role of the **government** in the **economy**.

Indicators:

The student:

6 Δ 1. describes **revenue** sources for different levels of **government** (i.e., personal **income** taxes, property taxes, sales tax, interest, **borrowing**).
2. describes **goods** and **services** provided by the different levels of **government**.
3. gives an example of a decision made by the U.S. **government** that affected the **economy** of another nation (e.g., **embargo** on Cuba, opening of **trade** with China, NAFTA agreement).

Instructional Suggestions:

1. *Apply knowledge of the role of government in the economy in responding to the following question: Your community needs a new fire station. Who will pay for this building and how will they get the money? (1, 2)*

Benchmark 5: The student makes effective decisions as a **consumer**, **producer**, saver, investor, and citizen.

Indicators:

The student:

6 Δ 1. determines the **costs** and **benefits** of a **spending**, **saving**, or **borrowing** decision.
2. explains that budgeting requires **trade-offs** in managing **income** and **spending**.
6 Δ 3. compares the **opportunity cost** of **consumer spending** decisions.

Instructional Suggestions:

1. *Explain the value of currency today. Consult a bank official about the reasons why the value of currency changes. Describe what you can do to protect your savings against negative changes in the value of the money you save. (1)*
2. *Plan a budget for an allowance. The budget will include spending for goods and services, charitable donations, sales taxes, and saving. (2)*
3. *Given the choice between going to the movie, getting a pizza, or going shopping, choose the most favored alternative and explain which activity if the opportunity cost of the choice. (3)*

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

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By the end of Sixth Grade
GEOGRAPHY

Geography Standard: **The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.**

Benchmark 1 - Maps and Location: The student uses maps, **graphic representations**, tools, and technologies to locate, use, and present information about people, places, and environments.

Indicators:

The student:

- 6 Δ 1. explains and uses map essentials (i.e., **scale**, directional indicators, symbols, **legend**, **latitude**, and **longitude**).
- 6 Δ 2. locates major physical and **political features** of Earth from memory (see Appendix 4 for assessment items).
- • 3. constructs maps and globes from memory showing the **relative locations** of major physical and **political features** of Earth.
- 6 Δ 4. explains the past and present **spatial patterns**, and densities of places and features on Earth's surface (i.e., mountain ranges, river systems, agricultural land, urban areas, transportation routes).

Instructional Suggestions:

1. *Use data and a variety of symbols and colors to create thematic maps and graphs of various aspects of the student's local community, state, country, and the world. (1, 3, 4)*
2. *Students practice learning locations related to their area of study through games such as "Baseball" or a "Location Bee" using a map with numbers in place of names for the assigned locations. The incentive of competition could be added by keeping track of team scores the last day of each week, reshuffling teams after several weeks and tracking scores again. (2)*

Benchmark 2 - Regions: The student analyzes the **spatial** organization of people, places, and environments that form regions on Earth's surface.

Indicators:

The student:

- 6 Δ 1. identifies and compares the physical and human characteristics of the Eastern United States, Canada, Mexcico and the centers of early world civilizations (i.e., location, topography, climate, vegetation, resources, people, religion, language, customs, government, agriculture, industry, architecture, arts, learning; Eastern Mediterranean, Egypt, India, China, Greece, Rome, Middle America, Western Europe, West Africa, Japan).
- 6 Δ 2. explains the **diffusion** of people and ideas from the early center of civilization to other regions of the world (i.e., trade, conquest, migration; government, religion, language, food, technology, customs, arts).

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• Indicators suggested for local assessment.

3. identifies types of regions (e.g., school district, legislative, U.S. states, climatic, economic, cultural).
4. describes how places and regions may be identified by cultural symbols (e.g., Gateway Arch in St. Louis, Acropolis in Athens, Corn Belt in the Midwest, Muslim minaret, Indian sari).

Instructional Suggestions:

1. *Compare and contrast types of regions and explain how they are historically, economically and culturally connected. Present the information in the form of a "family tree", web, chart, or other graphic representation (hard copy of computer generated). (1, 2)*
2. *Trace the migration of a group of people by mapping the use of occurrence of ethnic foods, family names, town names, language, or customs. (3)*

Benchmark 3 – Physical Systems: The student understands Earth's **physical systems** and how physical processes shape Earth's surface.

Indicators:

The student:

- 1. explains features and patterns on Earth's surface using physical processes (e.g., weathering, erosion, water cycle, soil formation, mountain building).
- 2. explains how Earth-Sun relationships produce day and night, seasons, and major climatic variations.

6 Δ 3. explains the **distribution** and patterns of ecosystems within hemispheres (i.e., desert, mountain, prairie, forest, wetland, tundra).

8 Δ 4. identifies renewable and nonrenewable resources and their patterns of **distribution** (i.e., fossil fules, minerals, fertile soil, waterpower, forests).

Instructional Suggestions:

1. *Create a model to illustrate how erosional agents such as water and ice produce distinctive landforms. (1)*
2. *Construct and analyze climate graphs for selected places and suggest reasons form similarities and differences in climates. (2)*
3. *Create a collage, slide show, or video presentation explaining the distribution of ecosystems around the world. (3)*
4. *Make a list of renewable and nonrenewable resources. Indicate their distribution on a map using two different colors. (4)*

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, **interdependence**, cooperation, and conflict.

Indicators:

The student:

- 1. explains reasons for variation in **population distribution** (e.g., environment, migration, government policies, birth and death rates).

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6 Δ 2. analyzes the causes and effects of human migration on places and population (i.e., war, famine, oppression, opportunity; population shifts, conflict, **acculturation**, **diffusion** of ideas, diseases, crops, culture).

3. describes the cultural impact of settlers on specific regions of the U.S. and world.

• 4. explains the **distribution** patterns of economic activities and how changes in technology, transportation, communication, and resources affect the location of those activities (illustration: advancement in irrigation allowed expansion of family).

6 Δ 5. describes the forces and processes of conflict and cooperation that divide or unite people across Earth's surface (i.e., uneven **distribution** of resources, water use in ancient Mesopotamia, building projects in ancient Egypt, empire building, Crusades, land disputes between settlers and indigenous people, movements for independence or rights).

Instructional Suggestions:

1. *Write a diary account as if you were a settler. Explain your reasons for migrating. (1, 2)*
2. *Create a collage using newspapers, magazines, and personal drawings to illustrate the impact of various cultures on American life. (3)*
3. *Create a chamber of commerce brochure designed to attract new settlers to a selected area during a specific time in history. Include new developments in the area that would serve as incentives to newcomers. (4)*
4. *Work with a partner, each taking an opposing view, to create the editorial page for a newspaper from a specific time in history. Write articles supporting your views on a conflict occurring during that time. Include your ideas on how the conflict should be resolved. (5)*

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and **physical systems**.

Indicators:

The student:

6 Δ 1. explains the impact of human modifications to the physical environment (i.e., changes in one place often lead to changes in another place).

2. describes the impact of natural hazards on people and their activities (e.g., tornadoes, floods, droughts, earthquakes, hurricanes, volcanic eruptions).

3. explains varying viewpoints regarding resource use (e.g., conservationist vs. developer, American Indian vs. European settler).

6 Δ 4 identifies the relationship between the advances in technology and the acquisition and use of resources.

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Instructional Suggestions:

1. *Research a current or historic problem concerning a proposed action that would modify the environment (digging a canal, breaking new land for farming, building a dam, draining swampland for settlement, banning grazing on mountainsides, etc.) Assume the role of a government official, environmentalist, merchant, developer, farmer, housewife, etc. After students research the issue and plan the strategies, conduct a meeting (town, legislative, etc.) at which each person is given a chance to present his/her views from the position of his/her assigned role. (1, 3)*
2. *Collect information through interviews or newspaper articles detailing the impact of a natural disaster on individuals and their lives. (This could be a current event, or reconstruction of an historical event). (2)*
3. *Make and/or analyze a graph showing the amount of several major resources used in various countries of the world. Analysis should include recognition of the difference in resource use between developed and developing countries. (4)*

By the end of Sixth Grade
UNITED STATES HISTORY

*Please note page 38 on Using the History Standards for the primary focus of U.S. History at this level.

History Standard: **The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills**.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, **colonization**, and settlement of the United States (to 1763).

Indicators:

The student:

1. retells the stories of explorers (e.g., Leif Erikson, Columbus, Ponce de Leon, Cortes, DeSoto, Hudson, Balboa, LaSalle, and Pizzaro).
2. explains the experience and importance of early settlements (i.e., Jamestown, Plymouth, Williamsburg, New Amsterdam, St. Augustine, Quebec).
3. compares and contrasts features of life in the New England, Middle, and Southern colonies (i.e., economic, social, political, geographic).
4. compares and contrasts the impact of European settlement from an American Indian and European point of view.
5. explains the experience and significance of indentured servants and slaves.
6. explains key conflicts during the early settlement of the United States (e.g., colonists versus American Indians, French and Indian War, class conflict, rural versus settled, home rule versus colonial rule).

Instructional Suggestions to be completed for field-ready document.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation from 1763 to 1800).

Indicators:

The student:

- 6 Δ 1. describes the importance of George Washington, Thomas Jefferson, Alexander Hamilton, Benjamin Franklin, Patrick Henry, John Hancock, Paul Revere, George III, and Lafayette in events of this era.
- 6 Δ 2. describes the causes of the American Revolution using colonial grievances and British policies.
- 3. explains the significance of Trenton, Valley Forge, Yorktown, and Saratoga as turning points in the American Revolution.
- 6 Δ 4. identifies the ideas included in The Declaration of Independence.
- 6 Δ 5. lists the weaknesses of the Articles of Confederation.
- 6. describes the participants and the role of compromise in the creation of the **Constitution** (e.g., Virginia Plan, New Jersey Plan, Great Compromise, 3/5 Compromise, Constitutional Convention).
- 6 Δ 7. explains that the U.S. **Constitution** is fundamental law.
- 8. explains the structure of government (the three branches) outlined in the U.S. **Constitution**.
- 6 Δ 9. explains the key ideas in the Preamble.
- 10. explains the importance of the Bill of Rights.
- 11. understands the importance of the presidency of George Washington.

Instructional Suggestions:

1. *Make a list of colonial grievances and British policies during this period. Create a timeline showing key events in the relationship between Great Britain and the American colonies. Identify as many cause and effect relationships as you can (2).*
2. *Create a stamp, a commemorative medal or a bumper sticker that explains the importance of the battles of Trenton, Valley Forge, Yorktown or Saratoga as turning points in the American Revolution (3).*
3. *Use a textbook or other reference to read about the Articles of Confederation, and make a list of problems with the Articles of Confederation (5).*
4. *Write an illustrated booklet for primary students explaining the importance of George Washington's presidency. 11)*

Benchmark 3: The student engages in historical thinking skills.

Indicators:

The student:

- 1. studies historical events and persons in United States History to 1800 to create a chronology and identify related cause-and-effect factors.
- 2. uses primary and secondary sources of historical data to construct historical accounts.
- 3. examines historical materials relating to a theme in United States History to 1800, chronologically arranges them and analyzes change over time.
- 4. explains why historical accounts of a specific event sometimes differ and relates the explanation to the evidence presented and the point-of-view of the author.

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By the end of Sixth Grade
WORLD HISTORY

History Standard: **The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, **eras**, developments, and turning points in the history of the world from prehistoric times through the pre-classical **civilizations**.

Indicators:

The student:

1. explains the importance of the Neolithic Agricultural Revolution (e.g., food production, changing technology, domestication of animals, settled village life).
2. describes how historians and archeologists use different methods to study the past (e.g., **artifacts**, written records).

6 Δ 3. defines the term **civilization** as a society with advanced levels of economic, political, religious, intellectual, and artistic accomplishments.

4. explains the origin and accomplishments of major Middle Eastern **civilizations** (e.g., Mesopotamia and Egyptian: writing systems, Hammurabi's Code, the alphabet, organized government).
5. explains the origin and major beliefs of Judaism as the world's first monotheistic religion (e.g., belief in one God and possessed a code of ethics).
6. analyzes the role of social class and gender in Ancient Civilizations (e.g., different treatment in Code of Hammurabi, traditions of arranged marriage).

Instructional Suggestions:

1. *Bring in artifacts for students to view and describe in writing. Present them to students as items that were collected from a culture. They must describe each artifact and determine if the culture was a civilization. They present their conclusions in a report that should be at least one paragraph in length. (2, 3)*
2. *Prepare a five column matrix with four categories. Using the four characteristics of a civilization, students will compare Egypt, Sumeria, Babylonia, and Hebrew culture to determine how all four meet the criteria of being civilizations. (3, 4)*
3. *Have students create an 8-10 page children's book on ancient Egypt. The book should contain information on six of the following topics: geography, farming, medicine, art, architecture, government, science, trade, and religion. This should be expository writing. (1, 4, 5)*

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, **eras**, developments, and turning points in the history of the world during the period of great classical **civilizations** of Greece, Rome, India, and China.

Indicators:

The student:

6 Δ 1. describes key aspects in the **civilization** of Classical Greece (i.e., contrasts the governments of Sparta and Athens, the contributions of Socrates, Plato, and

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Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Aristotle, the role of Alexander the Great in spreading Greek culture and **civilization**).

2. explains the significance of the Persian and Peloponnessian Wars.
3. examines the strengths and weaknesses of Greek democracy.
4. explains the significance of selected instances of Greek accomplishments in culture (e.g., Hippocrates, Archimedes, Greek drama and comedy, Olympics, Illiad, Odyssey, Aesop's Fables, and mythology).
5. describes the mythical and historical figures during the rise and fall of the Roman Republic (e.g., Romulus and Remus, Cincinnatus, Hannibal and Scipio, Juliius Ceasar, Cicero, and Octavian).

6 Δ 6. describes the structure and nature of the government of the Roman Republic (e.g., Senate, consuls, tribunes written law, dictators, and distaste for monarchy).

7. analyzes the reasons for the decline and fall of the Roman Empire.
8. evaluates the significance of the Roman legacy in art and architecture, technology and science, literature, language, and law.

• 9. compares and contrasts the origins, customs, writings, and beliefs of Christianity, Judaism, Hinduism, and Buddhism (e.g., Christianity: belief of one God, code of ethics, and Messiah. Judaism: Mosaic Law, Torah. Hinduism: reincarnation, karma, castes. Buddhism: Four Noble Truths, reincarnation, and lack of castes).

10. describes the political achievements of the emperor Asoka and his talents as an orator..
11. evaluates the significance of Indian accomplishments (e.g., Sanskrit literature, the Hindu-Arabic numerals, the zero).
12. explains the fundamental ideas of Confucianism and Taoism.
13. describes the role of Shi Huangdi in unifying China under the Qin dynasty (e.g., Great Wall of China).

Instructional Suggestions:

1. *Students write a diamante, or diamond shaped poem, describing Athens and Sparta. The poem is arranged in 7 lines. Line 1 is Athens. Line 2 is two words that describe Athens. Line 3 is three words, participles that describe Athens. Line 4 is four words, the first two relate to Athens and the second two relate to Sparta. Line 5 is three words, participles that relate to Sparta. Line 6 is two words, adjectives that describe Sparta and are opposite of the words used in Line 2. Line 7 is Sparta (1).*
2. *Using the Great Ages of Man: Classical Greece by C.M. Bowra or other sources, take the excerpts from the writings of and about Socrates, Plato, and Aristotle, and have students identify which Greek philosopher made the statements or are described in the writings. Then students should write a one sentence summary to justify their selection (1).*
3. *Students read a biography about Alexander the Great. Students construct a timeline of Alexander's life and map his travels and the lands he conquered (1).*
4. *Prepare a graphic organizer (chart, a series of Venn diagrams, or others of your choice) for students to compare the origins, writings, customs, and beliefs of Christianity, Judaism, Hinduism, and Buddhism (9).*

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new **civilization** of AD 500-1450.

Indicators:

The student:

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• Indicators suggested for local assessment.

6 Δ 1. describes the political, social, and economic institutions and innovations of Medieval Europe (i.e., **feudalism**, Magna Carta, Christendom, rise of towns and **trade**).
2. describes the Crusades and their significance.
3. describes basic political and military elements of life in Feudal Japan (e.g., Japanese **feudalism**, samurai warriors, ritual suicide).
• 4. describes the origin, writings, and beliefs of Islam (e.g., one God, the Koran, Five Pillars of Faith, and Mohammed).
5. describes the accomplishments of the empires of sub-Saharan Africa (e.g., Ghana, Mali, and Songhai).

Instructional Suggestions:

1. *Students create a graphic organizer to provide a visual for the organization of feudalism in Medieval Europe. This may be done individually or cooperatively. All classes of Medieval Society should be included, and students should explain the relationships between and among the classes (1).*
2. *Students write one sentence summaries for each section of the Magna Carta. Once they have completed this task, they discuss the significance of the Magna Carta (1).*
3. *Students create a greeting card that reflects the beliefs and traditions of the Islamic faith, as it was taught by Mohammed. Students may choose to create a birthday card or a greeting card for one of the holy days of Islam (4).*
4. *Same activity as number 3 above, but study Feudal Japan (1).*

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the emerging global age 1400-1600.

Indicators:

The student:

6 Δ 1. explains how the **Renaissance** was a transition period from the Medieval to the modern age.
2. identifies major Renaissance artists and the nature of their works (e.g., Michelangelo, Leonardo Da Vinci, Raphael, Shakespeare, Gutenburg, the shift from religious to Humanist subject matter, and the mastery of perspective).
3. understands how the Reformation redefined Christendom (e.g., Roman Catholic, Orthodox, Protestantism, Martin Luther, and John Calvin).
6 Δ 4. describes the advances in technology of the Mayan, Aztec, and Inca societies in the Americas (i.e., calendar, sundial, aqueducts, bridges, pyramids, terracing, mathematics).
• 5. describes the rise of European colonial empires (e.g., mercantilism, slavery, conquistadors, and the Jesuits).
6. analyzes the impact of the Columbian Exchange on both the Old World and the New.

Instructional Suggestions:

1. *Students will write an essay explaining how the Renaissance was very different from the Medieval Age. The essay is an expository essay and could be scored for the Six Traits relative to expository writing (2).*
2. *Students choose the work of one Renaissance artist and explain how they know that the person lived during the Renaissance era. Students must then share their idea of a Renaissance person from the present day using the criteria used for the Renaissance artists (2).*

Benchmark 5: The student engages in historical thinking skills.

Indicators:

The student:

6 Δ 1. studies historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

• 2. identifies **artifacts** and documents from which historical accounts are constructed as either primary or secondary sources of historical data.

• 3. chronologically arranges historical materials relating to a particular region, **society**, or theme to analyze changes over time.

• 4. explains why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.

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By the end of Eighth Grade
CIVICS-GOVERNMENT

Civics-Government Standard: **The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional government, and the rights, privileges, and responsibilities to become active participants in the democratic process.**

Benchmark 1: The student understands the **rule of law** as it applies to family, school, local, state and national **governments**.

Indicators:

The student:

8 Δ 1. distinguishes between state and federal law as it applies to individual citizens.
8 Δ 2. distinguishes between criminal and civil laws as it applies to individual citizens.
8 Δ 3. explains how juveniles and adults are treated differently under the law.
11 Δ 4. evaluates the importance of the **rule of law** in establishing limits on both state and federal **government** and the governed, protecting individual **rights** and promoting the **common good**.

Instructional Suggestions:

1. *Use current events to evaluate criminal activity in a community and determine the need of law to protect the individuals of the community and the individual accused. (2)*
2. *Find an example of a civil suite such as the McDonald's coffee incident, tobacco company suit, or a local issue and discuss the point of view of both sides. (2)*
3. *Develop a proposal that could be introduced into any level of government (example at the community level: the need for a stop sign at a dangerous intersection). (4)*

Benchmark 2: The student will understand the shared ideals and the diversity of American society and political **culture**.

Indicators:

The student:

8 Δ 1. defines the **rights** guaranteed, granted and protected by the state and federal **constitution** and the amendments including the Bill of Rights.
11 Δ 2. explains the recurring issues and solutions involving the **rights** and responsibilities of the individual (i.e., **affirmative action**, gender **equity**).
• 3. explains the importance of respect for the law, a good education, **work ethic**, **equal opportunity**, and volunteerism.

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• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Incorporate videos to help explain difficult concepts of the Constitution and create posters to illustrate the Bill of Rights. (1, 2)*
2. *Create an amendment that could be added to the Bill of Rights. (1)*
3. *What is work ethic? Does the community have a list of work ethics? Check with the Chamber of Commerce.*
4. *How can the community use help? Make a list of opportunities to serve as a volunteer in your community. Consider using one of these ideas for an opportunity of community service by the class. (3)*

Benchmark 3: The student understands how the U.S. **Constitution** allocates and restricts power and responsibility in the **government**.

Indicators:

The student:

- 8 Δ 1. compares the U.S. and Kansas **Constitutions** to identify the major responsibilities of federal, state, and local **governments**.
- 8 Δ 2. explains how powers are distributed among the legislative, executive, and judicial branches at the state and national levels (i.e., checks and balances, separation of powers).
- 8 Δ 3. compares the steps of how a bill becomes a law at state and national levels.
- 4. describes the amendment procedure.
- 11 Δ 5. knows budgeting procedure and major areas of **government spending** (i.e., defense, social security, social programs).
- 6. analyzes the Declaration of Independence, the U.S. **Constitution**, including the Preamble, the Kansas **Constitution** and other writings to identify the essential ideas of American Constitutional **governments**.

Instructional Suggestions:

1. *Use a graphic organizer to depict the branches of government, checks and balances, and separation of powers. (2)*
2. *Locate graphs, tables, and charts which illustrate the national budget. (5)*
3. *Create flow charts that illustrate the budgeting procedure. (5)*

Benchmark 4: The student identifies and examines the **rights**, **privileges** and responsibilities in becoming active participant.

Indicators:

The student:

- • 1. recognizes the **rights** of citizens in other nations of the world and determines how they are similar to and different from the **rights** of American citizens.
- 11 Δ 2. acquires and records relevant information about issues involving **rights**, **privileges**, and responsibilities.
- • 3. researches to develop understanding of public issues (e.g., designs and carries out projects).

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4. knows the correct procedures for contacting appropriate representatives for the purpose of expressing opinions or asking for help at local, state, and national levels.

Instructional Suggestions:

1. *List situations that would qualify as clear and present danger. (2)*
2. *Write letters to public officials to express opinions, etc. (4)*

Benchmark 5: The student understands various systems of **governments** and how nations and international organizations interact.

Indicators:

The student:

8 Δ 1. analyzes the basic features of state and national political systems and describes the ways each system meets or fails to meet the **needs** and **wants** of its citizens (i.e., **republic**, **democracy**, **monarchy**, **dictatorship**).

2. describes how powers are acquired, used, and justified at state and national levels (e.g., of, by, for the people).

Instructional Suggestions:

1. *Develop a nation-state simulation that is moving from a monarchy to a federal democracy. Write a constitution with a governmental structure that addresses the needs and protects the rights of the people. (All)*

By the end of Eighth Grade
ECONOMICS

Economics Standard: **The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

Benchmark 1: The student understands how **scarcity** of resources requires choices.

Indicators:

The student:

11 Δ 1. analyzes the effect of **scarcity** on the **price**, production, consumption, and **distribution** of **goods** or **services**.

11 Δ 2. identifies substitutes and complements for selected **goods** and **services**.

3. explains that the choices people make have both present and future consequences.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Describe how the scarcity of food influenced price, production, consumption, and distribution.*
2. *Outline the impact of bad weather on a particular crop (e.g., wheat, oranges, etc.) in terms of price, production, consumption, and distribution. (1)*

Benchmark 2: The student understands how the market **economy** works in the United States.

Indicators:

The student:

- 1. analyzes the impact of **inflation** (or **deflation**) on the value of money and people's purchasing power.
- 2. explains how relative **price** and people's economic decisions influence the **market** system.

8 Δ 3. describes the four basic types of earned **income** (i.e., wages and salaries, rent, interest, and profit).

8 Δ 4. explains the factors that cause unemployment (e.g., down sizing, outsourcing, seasonal **demand** for jobs, changes in skills needed by employers, other economic influences).

11 Δ 5. uses a diagram to explain the importance of the circular flow to a **market economy** (Illustration: firms make products, sell the products, households earn **income** and buy the products, the money goes to the firms who use the money to pay for the resources they use or hire [workers], who take the money back to the households, and so on).

6. describes the positive and negative incentives to which **entrepreneurs** respond (e.g., profits, opportunity to be their own boss, the chance to achieve recognition, long hours, financial risk, increased responsibility).

Instructional Suggestions:

1. *Using a map of Kansas or your local community, locate areas producing and/or offering different types of goods and services. Write to three companies involved with these goods and services, requesting information on how they make decisions about production, distribution, and consumption. Report on their responses.*
2. *Research and identify reasons for or against establishing a new business at a particular location in your local community (e.g., a fast food restaurant, a convenience store, a supermarket).*

Benchmark 3: The student analyzes how different **economic systems**, institutions, and incentives affect people.

Indicators:

The student:

- 1. explains how positive and negative incentives affect the way people behave (i.e., taking a driver's education class to reduce insurance **costs**; seeking a job with higher wages; paying a fine for library books returned later; losing pay on the job for an unexcused absence).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

8 Δ 2. describes the types of specialized economic institutions found in **market** economies (e.g., corporations, partnerships, labor unions, banks, nonprofit organizations).
8 Δ 3. gives examples of changes that might influence **international trade** (i.e., U.S. sanctions, weather, exchange rate, war, boycotts, embargoes).
4. compares the **exchange rates** for different currencies.

Instructional Suggestions:

1. *Discuss the positive and negative incentives to which students may respond (grades, praise, winning trophies, money, privileges, as well as penalties, fees, detention). Discuss similarities, differences, and changes in responses to incentives. (1)*

Benchmark 4: The student analyzes the role of the **government** in the **economy**.

Indicators:

The student:

8 Δ 1. gives examples of choices the **government** must make with limited resources (i.e., highways, **welfare**, defense, education, social security).
8 Δ 2. compares and contrasts **government revenues** and **expenditures**.
11 Δ 3. distinguishes between **debt** and **deficits**.
4. gives examples of how **tariffs** and quotas affect **consumers** and the **prices** of domestic **goods**.

Instructional Suggestions:

1. *Research how Kansas generates revenue for state and local programs. How effective are they and what concerns do citizens have about how the state collects revenue? (1)*
2. *Research the importance of taxes to government and determine how citizens have reacted to the collection of taxes throughout U.S. History.*

Benchmark 5: The student makes effective decisions as a **consumer**, **producer**, saver, investor, and citizen.

Indicators:

The student:

8 Δ 1. uses product information to identify **costs** and **benefits** to make informed choices among alternatives.
8 Δ 2. uses the concept of **trade-offs** to make a decision.
3. calculates interest earned and account balances for checking and savings accounts.
4. explains how savings accumulation is influenced by the amount saved, the rate of return, and time.
• 5. applies the **opportunity cost** of decisions related to a **spending**/budget plan.

Instructional Suggestions:

1. *Select a product, gather product information from various sources to make an informed choice regarding purchasing. (1)*
2. *Brainstorm as a group possible field trip sites. Determine trade-offs involved in selecting one location over another. (2)*

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

By the end of Eighth Grade
GEOGRAPHY

Geography Standard: **The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.**

Benchmark 1 - Maps and Location: The student uses maps, **graphic representations**, tools, and technologies to locate, use, and present information about people, places, and environments.

Indicators:

The student:

8 Δ 1. locates major political and physical features of Earth from memory and compares the **relative locations** of those features (See Appendix 4 for assessment items).

• 2. develops and uses different kinds of maps, globes, graphs, charts, databases, and models.

3. uses **mental maps** to answer **geographic questions**, and recognizes that people's **mental maps** reflect an individual's attitudes toward places.

• 4. evaluates the relative merits of maps, **graphic representations**, tools, and technologies in terms of their value in solving geographic problems (e.g., map projections, aerial photographs, **satellite images**, geographic information systems).

• 5. uses **geographic tools** and technologies to pose and answer questions about past and present **spatial distributions** and patterns on Earth (Illustrations: mountain ranges, river systems, field patterns, settlements, transportation routes).

Instructional Suggestions:

1. *Write descriptions for the relative locations of features included in current work. The teacher should check these for accuracy. In pairs or small groups, children can then quiz each other over the relative locations using those clues. Students should also point out that features using a blank map with the features numbered. Short, weekly map quizzes over learned locations are helpful and appropriate. (1)*
2. *Use maps, graphs and databases to help you answer a questions concerning migration and diffusion during a particular time period. Decide which types of maps, graphs, and databases would be most helpful in answering the question and in presenting your findings. (2, 4, 5)*
3. *Draw a map of a familiar area from memory (hometown, local shopping area, school building, or state). Compare various student's maps and have them infer why various areas are more accurate or less accurate and how this reflects their attitudes about the places. (3)*

Benchmark 2 - Regions: The student analyzes the **spatial** organization of people, places, and environments that form regions on the earth's surface.

Indicators:

The student:

• 1. identifies and compares the physical and human characteristics of world regions (i.e., Kansas and Eastern United States, locations, topography, climate, vegetation, resources, people, religion, language, customs, government, agriculture, industry,

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Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

architecture, arts, learning, Middle East and North Africa; South Asian, Europe, Latin America, Sub-Saharan Africa, East Asia, Anglo America).

8 Δ 2. explains how U.S. and world regions are interdependent (i.e., through trade, **diffusion** of ideas, human migration, economic networks, international conflicts, participation in international organizations).

3. identifies and explains the changing criteria that can be used to define a region (e.g., physical characteristics, cultural elements, human constructs).

• 4. identifies ways technology and culture have influenced regions (e.g., perceptions of resource availability, predominance of specific regions, economic development).

8 Δ 5. explains the effects of a label on the image of a region (i.e., Rust Belt, Tornado Alley, Sun Belt, "The Great American Desert").

Instructional Suggestions:

1. *Make a regional collage on a huge outline map drawn on butcher paper. The collage should define the important components of the region, including physical and human characteristics. Different groups could be responsible for various elements. A mixture of pictures and drawings could be used. Older copies of National Geographic Magazine are a good source of pictures. (At enrollment or open house put out the word that you are looking for NGS magazines and you'll have more than you can use.) (1)*
2. *Use the yellow pages in the local phone book or advertisements in the local newspaper to find an list regional descriptor for your local area. As a class combine the lists and organize them to determine what criteria are used to define your local region. To what larger regions does your local community belong? What do the labels indicate about the local perception of this area? If you have access to earlier advertisements, how has the perception of your region changed? (2, 4)*
3. *Prepare a TV interview to look at the differences in perception about a place before and after the introduction of technology--land use on the Great Plains before and after the introduction of barbed wire or the windmill; settlement in the Southwestern U.S. before and after the availability of air conditioning, agriculture along the Nile River before and after building the Aswan High dam. (3)*

Benchmark 3 – Physical Systems: The student understands Earth's **physical systems** and how physical processes shape Earth's surface.

Indicators:

The student:

8 Δ 1. explains how Earth-Sun relationships affect Earth's physical processes and create physical patterns (i.e., latitude regions, climate regions, **distribution** of solar energy, ocean currents).

8 Δ 2. explains patterns in the physical environment by using physical processes (i.e., **plate tectonics**, **glaciation**, erosion and deposition, hydrologic cycle, ocean and atmospheric circulation).

3. predicts the consequences of specific physical processes (e.g., hurricanes, forest fires, earthquakes, volcanic activity, monsoons).

• 4. describes and illustrates **ecosystems** in terms of their **biodiversity** and **productivity** (e.g., food chains, plant and animal communities, grasslands, temperate forests, tropical rain forests, deserts, tundra, wetlands, marine environments).

8 Δ 5. explains the challenges faced by ecosystems (i.e., effects of shifting cultivation, contamination of coastal waters, rain forest destruction, desertification, deforestation, over population, natural disasters).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Map the major climate regions in the world. Explain how Earth's revolution around the sun on a tilted axis is major cause of the climate patterns. (1)*
2. *Map major earthquakes on a Pacific centered world map. Compare the map you made with a map showing the world tectonic plates. Hypothesize the connections between the two phenomena. (2, 3)*
3. *Choose on the of the ecosystems. Prepare to debate for or against the following statement: "The ecosystem is vital to human life and must be protected at all costs." Support your position with factual information on the system's bio-diversity, productivity, human and natural threats to its healthy existence. (4, 5)*

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, **interdependence**, cooperation, and conflict.

Indicators:

The student:

8 Δ 1. describes and analyzes the characteristics, structure, and patterns of different populations through the use of demographic concepts (i.e., **population pyramids**, birth/death rates, population growth rates, **migration** patterns).

2. analyzes the economic, political, and social factors that contribute to human migration (e.g., mobility, **push-pull factors**, conflict, laws, regional integration).

• 3. describes the patterns of **cultural diffusion** and the resulting distinctive **cultural landscapes** (e.g., religion, language, technology, customs, crops; foreign language newspapers and signs, ethnic neighborhoods, surnames, foods, dress, religious symbols and buildings, housing types, agricultural methods, settlement patterns).

8 Δ 4. explains the primary geographic causes for world **trade** and economic **interdependence** (i.e., location advantage, resource **distribution**, labor cost, technology, **trade** networks and organizations).

5. describes the consequences of **industrialization** and **urbanization** patterns (illustration: factors effecting location of industry, impact of rise or decline of a manufacturing area, changing **spatial patterns** of major industries, changes and effects of settlement patterns, links between industrial development and rural-urban migration).

• 6. explains how cooperation and conflict among peoples contribute to political, economic, and social division of Earth's surface (e.g., local land use controversies, international hot spots, local cooperative efforts, international alliances, European Union, NATO, United Nations).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Make population pyramids for the countries of a particular region or from a variety of regions. Compare the proportion of the population in the various age groups and discuss the implications for government and business in those countries. Also conclude what the patterns mean in terms of whether they are developing or developed nations. (1)*
2. *Interview immigrants or descendants of immigrants in the community to find out where they or their ancestors came from and why. Prepare a bar or pie graph showing the reasons for immigrating and a map showing each immigrant's place of origin. (2, 3)*
3. *Take an inventory of personal possession to determine where they were produced. Categorize the items according to such criteria as amount and value of raw materials, amount and skills of labor required to manufacture the product, weight and bulk of finished product, value of finished product, country/region of origin. Draw conclusions concerning the types of goods imported, from where and why. (4)*
4. *Your community is looking for a new industry to provide employment that will keep the young people from leaving your community. Develop a brochure advertising the benefits of your community, which the Economic Development Committee can send to prospective industries. (5)*
5. *Collect news articles concerning current conflicts locally or in the wider world. Develop a list of reasons for conflict based upon these articles. Make a second list showing ways individuals or countries are trying to resolve the differences. (6)*

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and **physical systems**.

Indicators:

The student:

- 1. explains and analyzes the role of **technology** in past, present, and future human modifications of the physical environment (i.e., dams, irrigation, cloud seeding, movement of water, water-quality alterations, fossil fuels, steel plow).
2. analyzes ways in which past and/or present human systems develop in response to conditions in the physical environment (e.g., irrigation projects, transportation routes, time zones, field patterns, flood control, earthquake preparedness, tornado and hurricane predictions and precautions).
3. describes the local, national, and international consequences of the use or misuse of resources (e.g., resource movement and consumption, relationship between access to resources and living standards, relationship between competition for resources and world conflicts).

8 Δ 4. evaluates different viewpoints regarding resource use (i.e., transportation, water use, mining, timber, agriculture, labor, **capital**).

- 5. identifies and develops plans for the management and use of renewable and nonrenewable resources (e.g., water, fossil fuels, land, oceans, forests).

Instructional Suggestions:

1. *Research the costs and benefits of the introduction of a particular technology either to a specific time and place or to society in general. Make a poster presenting your findings. (1)*
2. *Collect information through interviews or newspaper articles detailing the impact of a natural disaster on individuals and their lives. (This could be a current event, or reconstruction of a historical event.) (2)*
3. *Develop a rubric for evaluating the use of a natural resource. Apply the rubric to a proposed use of a specific resource. (3, 4, 5)*

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

By the end of Eighth Grade
KANSAS HISTORY

History Standard: **The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

Benchmark 1: The student understands the individuals, groups, ideas, events, and developments during the period of exploration in Kansas (1541 - 1820).

Indicators:

The student:

1. compares and contrasts the foods, housing styles, and traditional arts of early American Indian nations (e.g., Kansa, Osage, Wichita, Pawnee, Cheyenne, Arapaho, Apache, Comanche, and Kiowa).
8 Δ 2. explains how Long's classification of Kansas as the "Great American Desert" influenced later U.S. **government** policy on Indian relocation.
3. describes the changes brought about by the interaction of Indians and the early explorers to the region.

Instructional Suggestions:

1. *Create a display or performance that captures daily life of one early American Indian nation. Include information on food, housing, the arts, etc. As a class, compare similarities and differences you found. (1).*

Benchmark 2: The student understands individuals, groups, ideas, events, and developments during the era of **migration**.

Indicators:

The student:

• 1. explains the effect on the way of life for at least one Indian nation relocated to Kansas (e.g., Kickapoo, Sac and Fox, Delaware, Potawatomi, or Shawnee).
8 Δ 2. compares and contrasts the views held by the federal and state governments with that of the American Indians over use of the Kansas frontier.
• 3. uses diaries and journals to analyze why families migrated.
4. describes life at a frontier military fort in Kansas (e.g., Fort Leavenworth, Fort Scott, Fort Larned, Fort Hays).
5. discusses the U.S. military's impact on American Indians on the Kansas Plains.

Instructional Suggestions:

1. *Research and excerpt diaries or journals of families traveling through Kansas to the west. Develop a story for younger students about these migrants' experiences. (3)*
2. *Adopting an American Indian perspective, develop a presentation to the U.S. Congress about American Indians' experiences with the military on the frontier. Include a list of proposals, and illustrate your presentation with maps and diagrams. (5)*
3. *Learn about the lives of soldiers at one of the historic military forts. Visit a fort nearby, or use books or on-line sources. Write a series of diary entries or letters home describing soldiers' experiences. (4).*
4. *Adopting on American soldier's perspective, write a diary entry for a soldier stationed at a military fort in Kansas during this time period. (4)*

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 3: The student understands individuals, groups, ideas, events, and developments of the territorial period and the Civil War in Kansas.

Indicators:

The student:

8 Δ 1. explains the concept of popular sovereignty under the Kansas-Nebraska Act.
8 Δ 2. explains why control of the Kansas territorial government was affected by the fight over slavery.
3. describes the influence of pro- and anti- slavery ideas on territorial Kansas (e.g., Bleeding Kansas, border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-state, and abolitionist).
4. describes the role of important individuals during the territorial period (e.g., Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel Jones, John W. Geary, David Atchison, and Samuel Lecompt).
5. evaluates the Wyandotte **Constitution** with respect to the civil **rights** of women and African Americans.
8 Δ 6. analyzes how the debate between Northern and Southern states on the issue of slavery affected Kansas becoming a state.
7. describes the causes and the consequences of Quantrill's Raid of Lawrence during the Civil War.
8. describes the economic effects of the Civil War on the people of Kansas.
9. explains the significance of the Battle of Mine Creek as part of the Civil War campaign of General Sterling Price.

Instructional Suggestions:

1. *Write an editorial supporting or attacking the concept of "popular sovereignty" as a solution to the slavery question prior to the Civil War. (1)*
2. *Work together to create a timeline that describes national events surrounding Kansas' becoming a state. (5)*

Benchmark 4: The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860's - 1890's).

Indicators:

The student:

1. explains why difficulties between American Indians and Whites in western Kansas increased after the Civil War.
2. explains the **migration** patterns of the English, French, Germans, German-Russians, and Swedes to Kansas.
8 Δ 3. describes the reasons for the Exoduster movement out of the South to Kansas (i.e., free land, lynching, the rise of Jim Crow laws in the South).
• 4. explains one process of acquiring land in Kansas outlined in the land laws.
5. interprets and uses primary source documents to interpret adaptations made by Kansas settlers to the physical environment.
8 Δ 6. describes the development of Populism in Kansas (i.e., disillusionment with Big Eastern business, railroads, government corruption, and the plight of the farmer).
8 Δ 7. describes the impact of railroad expansion in Kansas to or upon town development, the cattle industry, and agricultural settlement.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Use a variety of sources to learn about African-American life in th south during the late 19th century. Write a first person letter describing conditions in the south and what you hope to find if you moved to Kansas. (3)*
2. *Develop a chart listing Kansans' concerns in the late 19th century and how Populists proposed to address these issues. (6)*
3. *In groups, construct an argument on the question "Was the extension of the railroad beneficial or harmful to the lives of Kansans?" (7)*

Benchmark 5: The student understands individuals, groups, ideas, events, and developments in the period of **industrialization** and modernization in Kansas (1890s - 1920s).

Indicators:

The student:

8 Δ 1. explains the accomplishments of the Progressive movement in Kansas (i.e., regulating the sale of stocks and bonds, workman's compensation, inspection of meat processing plants, public health campaigns).

2. explains the reasons for the prohibition campaign of Carry A. Nation.

8 Δ 3. describes the significance of farm mechanization in Kansas (i.e., increased farm size and production, specialized crops, population redistribution).

4. explains the impact of the growth of mining in southeast Kansas on the population and economic conditions of the region.

5. explains the significance of the work of Kansans on the future of the aviation industry (e.g., Earhart, Longren, Cessna, Beech, Stearman).

6. describes the movement for women's suffrage and its effect on Kansas politics (e.g., the fight for universal suffrage, impact of women on local elections).

• 7. explains the challenges German Americans faced in Kansas during World War I (e.g., discrimination, movement against German languages).

• 8. explains the connection between Mexican immigrants and the railroad.

Instructional Suggestions:

1. *In teams, perform a radio or TV public service announcement explaining how one of the accomplishments of Kansas progressives contributes to a better quality of life in Kansas. (1)*
2. *Use primary and secondary sources to learn about the lives of German-Americans in Kansas in the early 20th century. Write a first person letter to a family member in Germany describing challenges German-Americans faced during this time. (7)*
3. *Develop an answer to the question: "Is it better to describe the use of Mexican labor to build railroads in Kansas as "opportunity" or "exploitation?" Support your answer with evidence and reasoning. (8)*

Benchmark 6: The student understands individuals, groups, ideas, events, and developments of the Depression and World War II in Kansas (1920s -1940s).

Indicators:

The student:

1. describes the emergence and growth of the Ku Klux Klan in Kansas during the 1920s, and the ways William Allen White used the Emporia Gazette to raise awareness.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

8 Δ 2. compares agricultural practices before and after the dust storms of the 1930s (i.e., rotation of crops, shelter belts, irrigation, terracing, stubble mulch).
3. uses local resources to describe conditions in his/her **community** during the Great Depression.
• 4. summarizes the effects of New Deal programs on Kansas life.
• 5. explains how World War II acted as a catalyst for change in Kansas (e.g., women entering work force, increased mobility, changing manufacturing practices).
6. describes the dispute between artist John Stuart Curry and the Kansas legislature over depiction of Kansas values in the statehouse murals.

Instructional Suggestions:

1. *Design a poster comparing agricultural practices before and after the dust storms of the 1930s. (2)*
2. *Use primary and secondary sources to learn about New Deal programs in Kansas. Share your findings with the class. Together, summarize benefits or disadvantages to these initiatives. (4)*
3. *Use primary and secondary sources to learn about the impact of World War II in Kansas. Present a graph or chart explaining the impact of the war on life in Kansas. Give a brief talk explaining how and why changes occurred. (5)*

Benchmark 7: The student understands individuals, groups, ideas, events, and developments in contemporary Kansas (Since 1950).

Indicators:

The student:

8 Δ 1. uses a time line to trace the events that led to the Supreme Court decision in *Brown v. Topeka Board of Education*.
• 2. explains the reasons Southeast Asians migrated to Kansas after 1975 (e.g., church, and **community**, organization, jobs, and the fall of Southeast Asian governments).
3. describes the impact of the change from family farms to **agribusiness** on Kansas **culture**.
11 Δ 4. recognizes that depopulation of rural areas and **urbanization** increases have shifted political power in Kansas.
5. describes major flood control projects in the 1950s.
6. identifies issues facing Kansas state **government** in the 1980s and beyond.
7. gathers information using resource people to analyze the impact of a recent historical event upon the local **community**.

Instructional Suggestions:

1. *Use primary and secondary sources to learn about events challenging Jim Crow prior to Brown v. Topeka Board of Education. Identify at least five events. As a class, choose the most significant to depict in a classroom display, justifying your choices. (1)*
2. *Make a list of factors that brought Southeast Asians to Kansas. Rank order the factors. Justify you rankings. (2)*
3. *Develop a news clip file illustrating the effects of rural depopulation and increasing urbanization on Kansas political issues. (4)*

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 8: The student engages in historical thinking skills.

Indicators:

The student:

- 1. examines historical materials relating to Kansas history, analyzes changes over time, and makes logical inferences concerning cause and effect.
- 2. uses basic research skills to conduct an independent investigation of an event in Kansas history.

8 Δ 3. examines historical documents, **artifacts**, and other materials of Kansas history and analyzes them in terms of credibility, purpose, perspective, or point of view.

- 4. compares different historians' descriptions of the same event in Kansas history to examine how the choice of questions and the use of sources may affect their conclusions.

By the end of Eighth Grade
UNITED STATES HISTORY

*Please note page 38 on Using the History Standards for the primary focus of U.S. History at this level.

History Standard: **The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the beginnings of the **Republic** (1800-1850).

Indicators:

The student:

8 Δ 1. explains the territorial expansion of the United States between 1801 and 1861, and how it affected relations with external powers and American Indians (i.e., Louisiana Purchase, Manifest Destiny).

2. analyzes the changes in American lives due to the industrial revolution and the expansion of slavery.

8 Δ 3. list how technological developments impacted different parts of American **society** between 1801 and 1860 (i.e., interchangeable parts, inventions, cotton gin, railroads, steamboats).

4. describes the experiences of **immigrants** and how communities changed due to immigration (e.g., Irish and German).

5. explains differences over policies and political philosophies which gave rise to political parties (e.g., Alien Sedition Act, Federalism, foreign policy).

8 Δ 6. defines and gives examples of Jacksonian Democracy (i.e., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S.).

- 7. explains the issues of **nationalism** and sectionalism (e.g., Bank of the US, expansion of slavery, etc.).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

- 8. analyzes causes and long term results of the War of 1812 and the Mexican War.
- 9. explains the impact on American **society** of religious, social, and philosophical reform movements of the early 19th century (e.g., abolitionism, transcendentalism, woman's suffrage, etc.).

Instructional Suggestions to be completed for field-ready document.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial **era** of American history (1850-1900).

Indicators:

The student:

- 8 Δ 1. retraces events that led to sectionalism and eventually secession prior to the Civil War (i.e., Compromise of 1820, Compromise of 1850, Kansas-Nebraska Act, and *Dred Scott v. Sanford*).
- 8 Δ 2. explains the circumstances that shaped the Civil War and its outcome (i.e., economic, technological, and **human resources** of the North and the South).
- 3. describes the contributions of individuals and groups in the Civil War.
- 8 Δ 4. compares and contrasts different plans for Reconstruction (i.e., plans advocated by President Lincoln, congressional leaders, and President Johnson).
- 5. describes the impeachment and trial as it applied to President Johnson.
- • 6. describes changes in different regions during Reconstruction (e.g., economic, political, and social structure).
- 11 Δ 7. describes changes in political and economic positions of African Americans in the North and South, including challenges to freedmen (i.e., Black Codes, sharecropping, Jim Crow, Amendments 13, 14, and 15, *Plessy v. Ferguson*).
- 8. explains how the rise of big business, heavy industry, and mechanized farming transformed American **society**.
- 9. explains the concept of the "American Dream" from different perspectives and the influences of new inventions and advances in transportation.
- • 10. summarizes from different perspectives the influences of limited competition, business organizations, and the leadership of industrialists on business and industry in the 19th century.
- 11. interprets data from written and non-written sources to describe the experiences of **immigrants** of the late 19th century and how cultural groups affected American **society**.
- 11 Δ 12. uses data from written and non-written sources to explain the rise of the American labor movement and relevant political, social, and economic issues.
- 13. describes Federal Indian policy after the Civil War.
- 11 Δ 14. describes the attitudes and actions of **government** officials, the Army, missionaries, settlers, and the general public toward American Indians.
- 11 Δ 15. explains American Indians' responses to increased white settlement, mining activities, and railroad construction.
- 16. explains geographic, economic and social factors that influenced an expansionist U.S. foreign policy in the late 19th century.
- 17. lists arguments used to justify expansion and those used to oppose expansion.
- 18. describes the causes and consequences of the Spanish-American War.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions to be completed for field-ready document.

Benchmark 3: The student engages in historical thinking skills.

Indicators:

The student:

8 Δ 1. examines historical materials relating to United States History during the 1800s to analyze change over time and make logical inferences concerning cause and effect.

• 2. uses basic research skills to conduct an investigation of an historical event.

• 3. examines historical documents, **artifacts**, and other materials, and analyzes them in terms of credibility, as well as the purpose, perspective, and point-of-view for which they were constructed.

• 4. compares different historians' description of the same event in United States History during the 1800s in order to examine how the choice of questions and the use of sources may affect their conclusions.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

By the end of Twelfth Grade
CIVICS-GOVERNMENT

Civics-Government Standard: **The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional government, and the rights, privileges, and responsibilities to become active participants in the democratic process.**

Benchmark 1: The student understands the **rule of law** as it applies to family, school, local, state and national **governments**.

Indicators:

The student:

1. evaluates the purpose and function of law.

11 Δ 2. analyzes how the **rule of law** can be used to restrict the action of private citizens and **government** officials in order to protect the **rights** of individuals and to promote the **common good**.

3. explains the meaning of the terms civic life, politics, and **governments**.

• 4. explains when individual political and economic freedoms can be sacrificed for the public well being (i.e., **eminent domain**, **martial law** during disasters, health and safety issues).

Instructional Suggestions:

1. *Research a current law to establish its purpose and effect or create a law that will solve a problem. (1)*
2. *Find court cases that are examples that overrule the government action to protect individual rights. (2, 4)*
3. *Research how rules to protect the public health, safety, and well-being force businesses to alter their practices and at the time increase their prices. (Example: Automobile prices and safety and environmental concerns.) (1, 2, 4)*

Benchmark 2: The student will understand the shared ideals and the diversity of American society and political **culture**.

Indicators:

The student:

11 Δ 1. recognizes that a nation's values are embodied in its **constitution**, statutes, and important court cases (i.e., *Dred Scott v. Sanford, Plessy v. Ferguson, Brown v. Topeka Board of Education).*

2. describes how citizens' responsibilities require subordination of their personal **rights** and interests for the public good (justice, fairness, **equity**).

11 Δ 3. knows core **civic values** inherent in the founding documents that have been the focus for unity in American **society**.

11 Δ 4. explains the importance of shared political and **civic values** and beliefs to the maintenance of a **government** by constitution in a diverse American **society** (i.e., freedoms and responsibilities within the Bill of Rights, civil **rights** amendments and other documents that lead to a **government** by constitution).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

5. identifies and explains issues the fundamental values and principles of the American constitutional **republic** as expressed in historical documents and speeches; and ways in which these values and principles can be in conflict.
6. explains the meaning of citizenship in the United States.

Instructional Suggestions:

1. *Divide into groups. Have students do research on the important court cases. Each group must present their findings in a predefined manner (teacher decision). Examples: project boards, oral presentations, etc. (1)*
2. *Research a case on eminent domain. Look for local examples. (2)*
3. *List civic values. Give examples of when these values have caused the responses of unity or dissension. (3, 4)*
4. *Draw a T chart. Label one side "ideal" and other side "reality." Explain why these differences exist. Are there ways to lessen the discrepancy? Should government interfere? (5)*
5. *Create a Venn Diagram comparing and contrasting the rights of a citizen vs. a non-citizen. List and explain the ways people have U.S. citizenship. (6)*

Benchmark 3: The student understands how the U.S. **Constitution** allocates and restricts power and responsibility in the **government**.

Indicators:

The student:

1. describes the purposes, organization, and function of the three branches of **government** and independent regulatory agencies in relation to the U.S. **Constitution**.
- 2. compares and contrasts the relationship between **federalism** and states' **rights**.
3. explains the central idea that the written **Constitution** sets forth the organization creating a republican form of **government**.
4. explains the role the U.S. **government** plays in formulating economic and foreign policy.

Instructional Suggestions:

1. *Examine the Constitution and list the purposes of the three branches of government found there. (1)*
2. *Write a short essay explaining why the state should have independent powers. (2)*
3. *List the characteristics of the Republican form of government. (3)*

Benchmark 4: The student identifies and examines the **rights**, **privileges** and responsibilities in becoming active participant.

Indicators:

The student:

1. explains the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

- Indicators suggested for local assessment.

2. explains how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process.
3. analyzes policies, actions, and issues regarding the rights of individuals (e.g., *Brown vs. Topeka Board of Education, American Disabilities Act, Title 9, PL94142*).
4. examines issues regarding political **rights** (e.g., to be an informed voter, participant in the political process).

11 Δ 5. analyzes issues regarding economic **rights** within the United States (i.e., free enterprise, **rights** of choice, **government** regulation).

6. takes and defends a position on issues regarding the proper scope and limits of **rights**, and the criteria used to set those **rights**, including compelling national interests, public safety and the **rights** of others (e.g., **eminent domain**, **clear and present danger**, **national security** risk).

• 7. defines issues regarding civic responsibilities of citizens in the American constitutional **government** (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, involved in the political process).

8. evaluates, takes and defends positions about the roles of interest groups, voluntary associations, and other groups in American politics and the consequences of conflict among these groups in the promotion and implementation of public policy.

Instructional Suggestions:

1. *Create two political parties from the members of the class. Develop a platform created around three major issues (one must get a "personal right" issue). Have the two "parties" debate (campaign) the issues. Take two people from each "party." They will represent a PAC with unlimited funds. They will formulate their own agenda on one issue and attempt to influence parties. Hold an election-vote for the party which was most successful influencing public opinion. (1-8)*
2. *Using local, state, or national examples, discuss the differences between a political party and an interest group. Discuss the scope of the issues in both as well as their approach to elections. (1-8)*

Benchmark 5: The student understands various systems of **governments** and how nations and international organizations interact.

Indicators:

The student:

11 Δ 1. compares various political systems/**economic systems** with that of the U.S. in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles and political **culture** (i.e., **constitutional monarchy**, **parliamentary democracy**, **dictatorships**, **capitalism**, **fascism**, **socialism**, **communism**, **tribal government**).

• 2. evaluates, takes, and defends differing positions on issues regarding the proper relationships among national, state, and local **governments**.

11 Δ 3. examines the major forms and responsibilities of the state and local **governments** (i.e., city, county, state).

4. compares the structure, function, and relationship to American Indian tribal **governments** and the federal **government**.

5. discusses the purpose of international relations both regional and world wide (**trade**, defense, economic and defense alliances, regional security).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

6. describes the purpose and functions of multi-national organizations (e.g., NATO, International Court of Justice, International Red Cross, Amnesty International, United Nations).
7. takes and defends a position concerning the use of various tools in carrying out U.S. foreign policy (e.g., trade sanctions, extension of "most favored nation" status, military interventions).

Instructional Suggestions:

1. *Make a chart comparing capitalism, socialism, and communism. (1)*
2. *Target an issue—like regulation and funding of education—and compare the position of local, state, and national government. (2)*
3. *Create a chart showing the various forms of city government showing how they are similar and different. (3)*
4. *Using a world map show how the United States is dependent upon foreign trade in the production of a product. (4)*

By the end of Twelfth Grade
ECONOMICS

Economics Standard: **The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

Benchmark 1: The student understands how **scarcity** of resources requires choices.

Indicators:

The student:

- 1. describes ways people respond to incentives in order to allocate scarce resources to provide the highest possible return.
- 2. explains how economic choices made by individuals, businesses, or governments often have intended and unintended consequences (Illustration: choosing location for a new airport creates noise pollution and influences **community** growth).

Instructional Suggestions:

1. *Examine how Andrew Carnegie and the other "robber barons" manipulated the supply of goods or services to manipulate price. (1, 2)*
2. *Look at how cartels deal with supply and price. Examine oil cartels through time. (1, 2)*

Benchmark 2: The student understands how the market **economy** works in the United States.

Indicators:

The student:

1. defines **Gross Domestic Product (GDP)** and Gross National Product (GNP).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

11 Δ 2. explains the importance of economic growth to an **economy** and how **GDP** is used to measure it.
• 3. explains the factors that could change the **supply** or **demand** for a product.
11 Δ 4. analyzes how **prices** change when either a shortage or surplus of a good or service develops.
5. describes what happens to the product price and output of businesses when the degree of competition changes in an industry (e.g., pure competition versus pure monopoly).
• 6. describes the advantages and disadvantages of forming a partnership, proprietorship, and corporation.
7. analyzes the role of money, banking, and the **Federal Reserve System** in the **economy** (e.g., interest rates and monetary policy).

Instructional Suggestions:

1. *Research a good that the U.S. either imports or exports and determine what the relationship between supply, demand, and price for that good. (3, 4, 5)*

Benchmark 3: The student analyzes how different **economic systems**, institutions, and incentives affect people.

Indicators:

The student:

• 1. provides examples of **absolute** and **comparative advantage** between nations.
11 Δ 2. explains that **trade** based on **comparative advantage** is mutually advantageous (i.e., individuals and nations have a **comparative advantage** in the production of **goods** or **services** if they can produce a product at a lower opportunity cost than other individuals or nations).
3. compares the **benefits** and **costs** of different **allocation methods** (e.g., first come, first serve; prices, contests, lottery, majority rule).
4. explains how a change in **exchange rates** affects the flow of **trade** between nations and a nation's domestic **economy**.
11 Δ 5. compares characteristics of **traditional**, **command**, **market** and **mixed** economies.

Instructional Suggestions:

1. *Explain how the mercantilism of the 18th century is similar to or different from the free market system utilized in much of today's world. (2, 3, 4, 5)*
2. *Describe how each of the following questions would be addressed in a commend economy and in a market economy: (1) What should be the mix between the production of machinery and the building of houses? (2) What should be the difference in pay between doctors and plumbers? and (3) How much should be charged for a pair of shoes or a loaf of bread? (5)*
3. *Construct a matrix to show the relative achievements of the U.S. and China with respect to economic freedom, economic efficiency, economic equity, economic security, economic stability, and economic growth. (1, 2)*
4. *Explain, citing differences such as investments in education, training, and technology, why the U.S. has been more effective in long-run increases in productivity than another country. (2)*

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 4: The student describes the role of the **government** in the **economy**.

Indicators:

The student:

1. explains why certain **goods** and **services** are provided by the **government** (e.g., **infrastructure**, schools, waste management, national defense).
- 2. explains the advantages and disadvantages when **fiscal policy** is used by the Federal Government to influence the U.S. **economy** (i.e., change in taxes and **spending**).
- 3. evaluates issues relationship between Federal budget and the national debt (i.e., **deficits** and surpluses) and the national **debt**.

11 Δ 4. analyzes how **trade** agreements affect **international trade** and economic and social conditions (Illustration: GATT, NAFTA, Most Favored Nation Status).

11 Δ 5. gives examples of how government policies influence the economy (Illustration: minimum wage laws, anti-trust laws, EPA, WPA, farm subsidies).

Instructional Suggestions:

1. *Research the economic costs and benefits of New Deal programs. Determine if some public policies can cost more than the benefits they generate, and asses who enjoys the benefits and who bears the costs. Make connections to government policies that exist today. (5)*
2. *Identify the various positions of political candidates and/or public officials on a particular issue related to trade. Research and analyze those positions from an economic perspective, and describe the social outcomes (e.g., better health care, stricter law enforcement, more tax relief). (1, 5)*
3. *Track growing, marketing, and consumption process of farm products. In small groups, explore (1) how supply and demand and government subsidies influence a private enterprise such as farming, (2) why types of other businesses cooperate with farming, such as banks, cooperatives, and railroads. (1, 4, 5)*
4. *Analyze how the distribution of income in the U.S. has been affected by events such as the Social Security Act of 1936, increased opportunities for lower-income groups to get a college education, and the Tax Reform Act of 1986. (5)*
5. *Use a recent disaster in Kansas to evaluate the relative costs and benefits of disaster relief services provided by private and public institutions such as the Salvation Army, the Red Cross, the State Department of Health and Environment, and the U.S. Department of Agriculture. (1, 5)*

Benchmark 5: The student makes effective decisions as a **consumer**, **producer**, saver, investor, and citizen.

Indicators:

The student:

1. describes the impact of changes in the **economy** on personal **income**.

11 Δ 2. illustrates how the **demand** and **supply** of labor is influenced by **productivity**, education, skills, and retraining.

11 Δ 3. explains how an individual's **income** will differ in the labor **market** depending on **supply** and **demand** for his/her skills, abilities, and/or education level.

- 4. develops a personal budget that identifies sources of **income** and **expenditures** (e.g., wages, rent, payments, savings, taxes, insurance).
- 5. determines the **costs** and **benefits** of using a credit card.

6. analyzes the **costs** and **benefits** of investment alternatives (e.g., stock **market**, bonds, certificates of deposit).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Identify 3 careers that are expected to provide many new job opening and explain why. Identify 3 careers that are expected to experience a decline in job openings and explain why. (Occupational Outlook Handbook) (3)*
2. *Determine whether there have been significant changes in the personal income distribution in the U.S. over the past 50 years. (1)*
3. *Interview local business managers about what they most desire regarding personal qualities of employees. Ask what they think about the concept "work ethic". Prepare a report that presents your findings. (2, 3)*
4. *List three careers that are expected to provide many new job openings and explain why. List three careers that are expected to experience a decline in job openings and explain why. (1, 2, 3)*

By the end of Eleventh Grade
GEOGRAPHY

Geography Standard: **The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.**

Benchmark 1 - Maps and Location: The student uses maps, **graphic representations**, tools, and technologies to locate, use, and present information about people, places, and environments.

Indicators:

The student:

11 Δ 1. locates major political and physical features of Earth from memory and compares the **relative locations** of those features (See Appendix 4 for assessment items).

2. interprets maps and other **graphic representations** to analyze world events to suggest solutions to world problems (e.g., suburban areas vs. inner cities, development vs. **conservation**, land use in the world or local **community**, nuclear waste disposal, relocation of refugees).

3. analyzes ways in which **mental maps** influence past, present, and future decisions about location, settlement, and public policy (e.g., building sites, planned communities, pioneer settlement sites).

• 4. produces maps and other geographic representations, using data from a variety of sources (e.g., census data, interviews, **GIS** and other databases, questionnaires) to answer **geographic questions** and solve geographic problems.

11 Δ 5. uses **geographic tools** and **technology** to interpret and justify **spatial** organization.

ELEVENTH GRADE - GEOGRAPHY CONT.

Instructional Suggestions:

1. *Compile data on a variety of cultural and ethnic characteristics for a region involved in an internal or regional conflict. Produce a variety of maps for the area involved. Try to determine the cause of the conflict, using the maps you produced, and suggest possible solutions. (1, 3)*
2. *You are a city planner. You are proposing the building of a new facility in your community. Choose any type of development, perhaps a recreation center, an industrial park, a senior living center, a shopping mall, a public transportation system. Prepare a set of maps, showing where it should be located and explain why. Be prepared to present your development plan to the City Commission. (2, 4)*

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Benchmark 2 - Regions: The student analyzes the **spatial** organization of people, places, and environments that form regions on the earth's surface.

Indicators:

The student:

1. demonstrates how various regional frameworks are used to interpret the complexity of Earth (e.g., vegetation, climate, religion, language, occupations, industries, resources, governmental systems, economic systems).

11 Δ 2. explains the factors that contribute to human and physical changes in regions (i.e., environmental changes expand or contract regions, technology alters perception and use of the place, migration changes cultural characteristics).

• 3. uses regions to analyze past and present geographic issues to answer geographic questions (illustrations: conflicts caused by overlapping regional identities, causes and impacts of regional alliances, changing regional identities).

• 4. explains why regions are important to individual and group identities as symbols for unifying or fragmenting **society** (e.g., Arab World, Bible Belt, Japanese during W.W. II, Chinatown).

• 5. analyzes the ways in which people's perception and use of places and regions reflect individual perspective and cultural change (e.g., land use, property value, settlement patterns, job opportunities).

Instructional Suggestions:

1. *Locate Kansas (or some other political entity) on maps depicting different types of regions--agriculture, climate, land form, resource, population, politics, religion, language, ethnicity, income, age, etc. Write a description of Kansas as a separate region and as part of larger regions based on your analysis of these maps. (1, 2, 3)*
2. *Compile a list of places, buildings, songs, poetry, prose, etc. that serve as a symbols which identify, unify or divide a group of people. Explain your choices. (4)*
3. *Compare maps of large urban centers during several time periods in the 20th century (pre-World War I, post-World War II, and 1990s), comparing the locations of residential, industrial, business, shopping, recreational areas, transportation routes, and schools. Relate these changes to data on population, crime rates, income, education, property values, taxes and ethnicity in the various regions of the city. Speculate how group perceptions altered the city. (5)*

ELEVENTH GRADE - GEOGRAPHY CONT.

Benchmark 3 – Physical Systems: The student understands Earth's **physical systems** and how physical processes shape Earth's surface.

Indicators:

The student:

11 Δ 1. describes which physical processes affect different regions of the world (i.e., desertification in the Sahel, earthquakes in Pacific Rim, drought and dust storms in the Plains, soil degradation in the tropics, floods, and hurricanes).

• 2. explains Earth's physical processes, patterns, and cycles using concepts of physical geography (e.g., folding, faulting, volcanism, atmospheric and ocean circulation).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

3. analyzes the **distribution** of **ecosystems** by interpreting relationships between soil, climate, plant, and animal life.

11 Δ 4. describes the ways in which Earth's physical processes are dynamic and interactive (i.e., rising ocean levels, sea floor spreading, wind and water deposition, climatic changes).

• 5. analyzes an ecosystem to understand and solve problems regarding environmental issues (e.g., **carrying capacity**, **biological magnification**, reduction of species diversity, acid rain, ozone depletion, contamination).

Instructional Suggestions:

1. *Develop a series of maps and/or charts to explain the occurrence and distribution of one distinctive type of a major physical components of Earth's environment--climate, landforms, erosion, or natural disasters. (1, 2, 4)*
2. *Collect news articles concerning ecological changes (increased contaminants in wild animals, increased occurrence of mutations in wild animals, reduction of the ozone layer, decreased species diversity, etc.). Write an editorial expressing your concern (or lack of concern) over what is happening. (3, 5)*

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, **interdependence**, cooperation, and conflict.

Indicators:

The student:

11 Δ 1. predicts trends and evaluates the local-to-global impact of population growth and migration on physical and human systems in response to environmental, social, economic, political, and technological changes (i.e., stress on infrastructure, impact on environment, **cultural diffusion**, socio-economic changes and pressures).

• 2. analyzes how communication and transportation contribute to both cultural divergence and **cultural convergence** (e.g., nationalism, ethnic elitism, cross-cultural adaptation, popularization of ethnic foods).

3. evaluates the spatial aspects of economic activities and systems (e.g., market areas and demand, locational advantages, trade partnerships, land value, labor supply cost resource availability, transportation access, interdependence; primary, secondary, tertiary, quarternary economic activities; Illustrations: electronics assembly in northern Mexico, relationships between zoning laws and land values, trade routes before and after building a major canal, impact of foreign investment or international debt crisis).

4. analyzes the functions, structures, and characteristics of local-to global settlement patterns (e.g., village vs. town vs. city, cities in developing vs. developed countries, rise of megalopoli, edge cities and metropolitan corridors, impact of transportation technology, and increasing number of **ethnic enclaves**).

11 Δ 5. explains how cultural cooperation and conflict are involved in shaping the **distribution** of and connections between cultural, political, and economic spaces on Earth (i.e., regional planning districts, free-trade zones, trade partnerships, disputes resulting from national, ethnic, religious, economic differences, and conflicts between internal interests and external forces).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Assume the role of a government official in a country or state experiencing mass movement into the area. Propose and defend a policy to deal with the migration or the problems associated with it. (1)*
2. *Use the Internet to find the sites and numbers of franchises for an American food chains found around the world. Map these to show divergence of American culture. (2)*
3. *List the proposed advantages and disadvantages voiced by concerned parties before the NAFTA agreement was passed. Make a second list, showing how NAFTA has fared in each of those areas. Argue in favor or against expanding similar economic agreements. (3, 5)*
4. *Produce one ma showing zoned areas in the local community, a second map showing land use, and a third map showing local land values. Compare those to explain the impact zoning and land use have on land value. (4)*

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and **physical systems**.

Indicators:

The student:

1. evaluates the local-to-global impacts that technology has on human modification of the physical environment (e.g., capacity to support human activity, Green Revolution, clear cut logging, construction on flood plains, strip-mining, desert settlements, over-fishing, internal combustion engines, toxic waste, modern farming practices).
- 2. evaluates alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, **aquaculture**, alternative uses for marginal land, seawalls, earthquake-resistant construction).
- 3. evaluates policies and programs for resource use and management (e.g., EPA, building restrictions, mandated recycling, international agreements on using the seas, differing views on rain forest use).

11 Δ 4. explains the relationship between resources and the exploration, **colonization**, and settlement patterns of different regions of the world (i.e., mercantilism, **imperialism**, **colonialism**, Gold Rush, Alaskan pipeline).

Instructional Suggestions:

1. *Compare maps of the Southwestern United States before and after diverting Colorado River waters resulting from the Colorado River Compact and the Colorado River projects. Include maps of population distribution, land use, water use, property value, and migration patterns. (1, 2)*
2. *Research the positive and negative aspects of a proposed landscape change in the local area (e.g., developing an historic preservation site, limiting building on a floodplain, urban expansion into productive farmland). Write a letter to the editor or prepare a presentation for the city commission or planning agency giving your point of view or a summary of the pros and cons. (3)*
3. *Make a world map showing territorial land claims by European countries in the 17th and 18th centuries. Add the resources for which the Europeans were searching and/or found that gave the claim value. Prepare a written summary agreeing or disagreeing with the statement: "European exploration and settlement was mainly drive by a quest for resources." (4)*

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

By the end of Eleventh Grade
KANSAS HISTORY

History Standard: **The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

Benchmark 1: The student understands the individuals, groups, ideas, events, and developments during the period of exploration in Kansas (1541 - 1820).

Indicators:

The student:

1. describes the social and economic impact of the Spanish and French on the American Indians in Kansas before the Louisiana Purchase.

Instructional Suggestions:

1. *Research ways in which Europeans and American Indians developed economic interdependence. (1).*

Benchmark 2: The student understands individuals, groups, ideas, events, and developments during the **era** of **migration**.

Indicators:

The student:

1. analyzes the influence of Manifest Destiny on the settlement of Kansas.
2. compares and contrasts the perspectives of European Americans and American Indians with regard to land usage on the Kansas frontier.

Instructional Suggestions:

1. *Consult historical documents created to promote Kansas settlement (e.g., newspapers, editorials, poster, etc.). List phrases that reflect the concept of "Manifest Destiny". (1)*
2. *Make up a script for a TV talk show in which the host interviews a variety of types of people who lived in the colonies (Puritans, Quakers, slaves, merchants, owners of small farms, plantation owners, fishermen). (2)*

Benchmark 3: The student understands individuals, groups, ideas, events, and developments of the territorial period and the Civil War in Kansas.

Indicators:

The student:

1. describes the development of towns on the Missouri River in relationship to the slavery issue in the Kansas Territory.
2. evaluates the role of women in advancing the anti-slavery cause in the Kansas Territory.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Research the ways women used the avenues open to them in the domestic sphere to advance the fight against slavery in Kansas Territory. (2)*

Benchmark 4: The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860's - 1890's).

Indicators:

The student:

11 Δ 1. explains how the 14th and 15th Amendments to the U.S. **Constitution** applied to the *Brown v. Topeka Board of Education* decision.

2. evaluates the social and economic factors that led to the Exoduster movement of African Americans from the South to Kansas.
3. describes challenges faced by **immigrants** to Kansas during the 19th century.
4. analyzes the ways the People's Party Platform of 1892 proposed to address the social and economic issues facing Kansas and the nation.

Instructional Suggestions:

1. *Develop an argument using the 14th and 15th Amendments to the U.S. Constitution to support the concept that separate but equal is inherently unequal. (1)*

Benchmark 5: The student understands individuals, groups, ideas, events, and developments in the period of **industrialization** and modernization in Kansas (1890s - 1920s).

Indicators:

The student:

1. explains how the course of progressivism can be traced through the editorials of William Allen White in the Emporia Gazette.

11 Δ 2. explains the significance of the Girard newspaper Appeal to Reason to the Socialist movement in the U.S.

3. describes the role of Kansas agriculture to the U.S. involvement in World War I (e.g., "Win the War with Wheat").

Instructional Suggestions:

1. *Using articles in the Appeal to Reason and other newspapers of the day, compare their views on a variety of social issues. (2)*

Benchmark 6: The student understands individuals, groups, ideas, events, and developments of the Depression and World War II in Kansas (1920s -1940s).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Indicators:

The student:

1. describes the impact the Kansas Dust Bowl made on social and economic conditions in the western United States.
2. describes the impact of New Deal Programs on the local area by using WPA or other records.
3. describes the opposition to New Deal Programs by Alf Landon and the Republican Party.
4. explains the influence of Kansas writers and artists on the Harlem Renaissance (e.g., Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins, and Gordon Parks).

Instructional Suggestions:

1. *Write a review of a Langston Hughes book or story and compare the review with those published at the time of the publication. (4)*

Benchmark 7: The student understands individuals, groups, ideas, events, and developments in contemporary Kansas. (Since 1950).

Indicators:

The student:

- 1. researches a contemporary issue in Kansas and constructs a well-developed argument in support or opposition (e.g., education, health care, environment).
2. explains how Kansans have responded to the effects of increasing **urbanization** and **industrialization** (e.g., shift in populations, school unification, municipal services).
3. examines the history of racial/ethnic relations in Kansas and applies this knowledge to current events.

Instructional Suggestions:

1. *In a group, research a contemporary bill before the Kansas legislature. Develop an argument for or against the adoption. (1)*

Benchmark 8: The student engages in historical thinking skills.

Indicators:

The student:

- 1. analyzes historical materials to trace development of an idea or trend in Kansas history over a prolonged period of time to explain patterns of historical continuity and change.
- 2. develops and implements effective research strategies to investigate a given historical topic in Kansas history.

11 Δ 3. examines and analyzes primary and secondary sources to differentiate between historical facts and historical interpretations in Kansas history.

- 4. compares competing historical narratives of Kansas history, by contrasting choice of questions, use and choice of sources, perspectives, beliefs, and points of view of different historians in order to demonstrate how these factors contribute to varied interpretations.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

By the End of Eleventh Grade
UNITED STATES HISTORY

*Please note page 38 on Using the History Standards for the primary focus of U.S. History at this level.

History Standard: **The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, **colonization**, and settlement of the United States to 1763.

Indicators:

The student:

1. explains how religious freedom emerged in the North American colonies.
2. analyzes political factors that contributed to the development of representative **government**.
3. uses cause and effect to show how slavery reshaped European and African life in the Americas.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation from 1763 to 1850.

Indicators:

The student:

1. describes how the principles of the Declaration of Independence justified American independence.
2. analyzes the major political and strategic factors that led to the American victory in the Revolutionary War.
3. explains the military and diplomatic factors that helped produce the Treaty of Paris.
4. analyzes the ideas established by the **Constitution**, and events that led to its adoption including the arguments advanced in the Federalist Papers.
5. explains the Bill of Rights and the reasons for the challenges registered against it.
6. analyzes political interests and views regarding the War of 1812.
7. describes the shifts in the U.S. government's policy toward American Indians in the first half of the 19th century.
8. evaluates the religious, political, and social ideas that contributed to the 19th century belief in Manifest Destiny .
9. explains the impact of the Industrial Revolution during the early and later 19th century.
10. analyzes how slavery influenced economic and social elements of Southern **society**.
11. evaluates the major historical events that promoted sectional conflicts and strained national cohesiveness in the antebellum period.

Instructional Suggestions to be completed for field-ready document.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

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Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial **era** of United States history from 1850 to 1900.

Indicators:

The student:

1. constructs a well supported historical argument explaining the Union victory in the Civil War.
2. analyzes why various Reconstruction plans succeeded or failed (e.g., the 13th, 14th, and 15th amendments, different perspectives on Reconstruction).
3. explains how the rise of big business, heavy industry, and mechanized farming transformed American **society**, to analyze issues associated with urban growth in the late 19th century.
4. evaluates massive **migration** and immigration after 1870.
5. evaluates new social patterns, conflicts, and ideas of national unity developed amid growing **cultural diversity**.
6. analyzes changes in social and class development in the late 19th century (e.g., ghettoes, slums, private vs. public welfare).

11 Δ 7. explains the rise of the American labor movement to analyze influences on the workforce during the late 19th century (i.e., hours, conditions, child labor wages).

8. analyzes elements that contributed to late 19th century expansionist foreign policy.
9. evaluates the objectivity of newspaper accounts of political and military actions during this period.

Instructional Suggestions to be completed for field-ready document.

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the **era** of the emergence of modern United States from 1900 to 1930.

Indicators:

The student:

11 Δ 1. describes the spread of Progressive ideas and the successes of the Progressive movement (i.e., political influence on elections, desire to have government regulation of private businesses and industries).

2. evaluates U.S. foreign policy and involvement in foreign countries in the early 20th century.

11 Δ 3. uses immediate, long range, and multiple causation to explain the causes of World War I (i.e., Impact of Technology, Trench Warfare, Impact on Civilization, Nationalism, Entangling Alliances, Imperialism, Militarism, Industrialism, Attempt at International Cooperation, Russian Revolution, Rise of Fascism; Hitler Cultural Disillusionment, Growth of Nationalism).

4. analyzes how the home front influenced and was influenced by U.S. involvement in World War I.

• 5. analyzes factors that contributed to changes in work, production, and the rise of a consumer culture during the 1920's (e.g., leisure time, technology, communication, travel).

ELEVENTH GRADE - US HISTORY CONT.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

11 Δ 6. describes the various social conflicts that took place in the early 1920's (i.e., rural vs. urban, fundamentalism vs. Modernism, Prohibition, nativism).
11 Δ 7. explains the influence on women's roles in American **society** during the 1920's.
8. frames historical questions that address changes in the social and cultural life of American **society** in the 1920's.
• 9. interprets how the arts, music, and literature reflected social change during the Jazz Age.

Instructional Suggestions to be completed for field-ready document.

Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the **era** of the Great Depression through World War II in United States history from 1930 to 1945.

Indicators:

The student:

1. analyzes the causes and impact of the Great Depression to determine how it affected American **society**.
11 Δ 2. analyzes the costs and **benefits** of New Deal programs (i.e., farmers, workers, welfare state, role of federal government, the disenfranchised).
3. analyzes the impact of Franklin D. Roosevelt on the presidency.
11 Δ 4. explains the results of the Japanese attack on Pearl Harbor (i.e., U.S. entrance into W.W. II, Japanese relocation in internment camps, social and economic change).
11 Δ 5. evaluates how World War II influenced the home front (i.e., role of women, **government**, minorities, popular media, conscientious objectors). [See World History Benchmark 6]
11 Δ 6. evaluates how Hitler's "Final Solution" evolved and the Allies' response to the Holocaust (i.e., demoralized Germany, economic reasons, religious reasons, Hitler's youth movement, Mein Kampf, state controlled education and police propaganda, groups targeted, belief in the Aryan race, response of containment by the allies).
7. explains the impact of the Manhattan Project from a variety of perspective (e.g., science, technology, medicine, military, business, humanity).
8. constructs a well supported argument that analyzes the Truman administrations' decision to drop the first atomic bomb.
9. evaluates how the United States emerged as a superpower as a result of World War II.

Instructional Suggestions to be completed for field-ready document.

Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the **era** of contemporary United States history since 1945.

Indicators:

The student:

1. describes the legacy of the New Frontier and the Great Society domestic programs.
• 2. analyzes the shift from industrial to service to information economies.
3. analyzes population shifts after World War II (e.g., suburbanization, movement to sunbelt).
11 Δ 4. analyzes the origins of the Cold War and the advent of nuclear politics (i.e., the establishment of the Soviet Bloc, Mao's victory in China, the Truman Doctrine, the

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Marshall Plan, the formation of NATO, the Berlin Blockade, the Iron Curtain, and the Berlin Wall).

5. traces how the events and policies of the Cold War developed and changed over time (e.g., Cuban missile crisis, struggles in Yugloslavia, and Afghanistan, Berlin Wall removed, the fall of the U.S.S.R.).
6. analyzes the containment policy as it relates to the Korean conflict.
7. analyzes the significance of McCarthyism.
8. explains the U.S. involvement in the Vietnam War from a variety of perspectives (e.g., social, political, economic, military, media subculture).
- 9. evaluates significant influences in the struggle for racial and gender equity and for the extension of civil rights (e.g., legislation, court decisions, individuals, subculture, employment, education).
10. describes developments in foreign and domestic policies between the Nixon and current presidencies.
11. describes the impact of developments in **technology**, global communication, and transportation in the Postmodern era (e.g., computers, satellites, interstate highway system, space exploration, media, air travel).
12. explains how expanding educational opportunities have affected our society.
13. analyzes major contemporary social issues and the groups involved.
14. describes how changes in the national and **global economy** have influenced the workplace.

Instructional Suggestions to be completed for field-ready document.

Benchmark 7: The student engages in historical thinking skills.

Indicators:

The student:

1. analyzes historical materials to trace development of an idea or trend across space or over a prolonged period of time in United States History, to explain patterns of historical continuity and change.
2. develops and implements effective research strategies for investigating a specific historical topic in United States History.
3. examines and analyzes primary and secondary sources in order to differentiate between historical fact and historical interpretations.
4. compares competing historical narratives in United States History by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

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• Indicators suggested for local assessment.

By the end of Eleventh Grade
WORLD HISTORY

History Standard: **The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from prehistoric times through the pre-classical **civilizations**.

Indicators:

The student:

1. defines the term **civilization** and applies it to the civilizations of the ancient Middle East.
2. describes major accomplishments of early Middle Eastern **civilizations** in establishing strong economic and political systems, laying the foundation for learning and the arts, and the establishment of Judaism as the first monotheistic religion.
3. evaluates the accomplishments and characteristics of early **civilizations** in India and China (e.g., Dynastic Cycle, Mandate of Heaven, **caste system**, and the Silk Road).

Instructional Suggestions:

1. *Students develop a five-column matrix with the four characteristics of a civilization and add religion. Then down the side, give a row in the matrix to each Middle Eastern ancient civilization: Sumerians, Babylonians, Phoenicians, Assyrians, and Hebrews. Complete the matrix as a chart of information to show how each group fulfilled the requirements of being deemed a civilization. Students should then draw conclusions about each civilization and the Middle Eastern civilizations as a region. (1 & 2)*
2. *Students develop a two-column matrix with China and India. Then down the side, give a row in the matrix to the Persia Model (Political, Education, Religion, Social, Intellectual, Aesthetic).. Complete the matrix as a chart of information to show how each group fulfilled the requirements of being deemed a civilization. Students should then draw conclusions about each civilization and the early eastern civilizations as a region. (3)*
3. *Students are arranged in cooperative groups and choose one area on the charts they completed (religion, government/political, etc.) in activities one and two and then draw conclusions about early civilizations in the great river valleys. These conclusions are presented to the entire class. Then each cooperative group must prioritize the importance or significance of each conclusion drawn and justify the sequence of the prioritization. (1, 2, 3)*

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the time of the great classical **civilizations** of Greece, Rome, India, and China.

Indicators:

The student:

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• Indicators suggested for local assessment.

1. describes the enduring contributions of important individuals from Greek **civilizations** (e.g., Homer, Sappho, Herodotus, Thucydides, Socrates, Plato, Aristotle, Sophocles, Archimedes, Hippocrates, and Euclid).

11 Δ 2. evaluates the impact of Greek theory on the practice of government (i.e., lack of minority protection in Athenian direct democracy, Plato's Republic, Aristotle's six forms of government, role of demagogues).

3. evaluates the Roman legacy (e.g., architecture, technology and science, literature, language, and law).

• 4. describes the history of early Christianity, including the teachings of Jesus, the role of St. Paul, transformation of Christianity from persecuted religion to the official faith of the Roman Empire and the organization of the early church.

11 Δ 5. describes the beliefs of the major religions and philosophical systems of the world and their influence on the development of societies (e.g., Christianity, Hinduism, Buddhism, Confucianism, Taoism).

Instructional Suggestions:

1. *Students will work in cooperative structures to develop the game, "Who Am I?" by researching and writing descriptions (focusing on contributions) on 3"x5" index cards for each of the great philosophers, and other important individuals from Greek civilizations. Each group will have 10 people to describe. Then groups will exchange decks of cards and play the game. One point is awarded for each correct response to the writing on the card. Once all the groups have practiced with all the cards, a whole class discussion of what information was chosen for the cards and the significance of the individual's contributions. (1)*
2. *Students will read excerpts from Platois Republic, and compare Platois ideas to those practiced in the workings of the Athens as a democracy, and the United States as a democratic republic. At the end of comparing the ideas, students will complete a 10-minute writing about Platois contribution to the U.S. ideal of a democratic republic. (2)*
3. *Students cooperatively build a chronology of the development of the Christianity from life of Jesus Christ through the time that it became the official faith of the Roman Empire. Students may use technology to build the chronology and create a display. (4)*
4. *Create a jigsaw structure in the classroom to study the world religions of Christianity, Hinduism, Buddhism, Confucianism, Taoism, or Legalism. First assign students to a same-subject group that researches the religion they choose. They complete a saturation study of that religion and present the information to the class as a group. Then jigsaw the groups by moving group members to include all 6 religions. The new group then decides how to present a comparison and contrast of the religions to the class. (5)*

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new **civilizations** of AD 500-1450.

Indicators:

The student:

1. explains the importance of the Byzantine Empire in continuing the legacy of Rome and establishing the Orthodox branch of Christianity.
2. describes the development and beliefs of Islam (e.g., Koran, Five Pillars, role of Mohammed, Sunni and Shiite Islam, Place of women in Islamic society).
3. compares and contrasts Islamic achievements with those of medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, and literature).

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• Indicators suggested for local assessment.

11 Δ 4. analyzes the impact of interaction with the Islamic world on the culture of medieval Europe (i.e., Crusades, trade, rediscovery of Greek and Roman learning).
5. describes feudalism, manorialism, and Roman Catholicism as the dominant political, economic, religious, and social systems of medieval Europe.
6. explains how and why Russia developed a different culture than Western Europe (e.g., not part of Roman Empire, Byzantine influence, Mongol domination).
11 Δ 7. describes the origins of representative government in England (i.e., Magna Carta and the Model Parliament of 1295).
8. contrasts the unbroken continuity of **civilization** in China with the disruption in the West after the fall of Rome.
9. describes the influence of China on Japan (Buddhism, Confucianism, the arts, writing).

Instructional Suggestions:

1. *Students write analogies to describe the Byzantine Empire. For example: "If the Byzantine Empire was an animal, it would be a(n)... " (1)*
2. *Students must defend or refute this statement: The Crusades were worth the cost. They may defend the statement in writing, through an oral presentation, or other multimedia presentation. They must include the historical evidence most important to their argument, with adequate details for support. (4)*
3. *Students write one sentence summaries for each main idea from the Magna Carta and place them in the left hand column of a two-column chart. In the right hand column, students write the related idea from the U.S. Constitution or the U.S. Bill of Rights. Students use this information to analyze the Magna Carta as a foundational document of the Constitutional Monarchy in England, and how this changed the course of the history of England. (7)*

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the emerging global age 1400-1750.

Indicators:

The student:

11 Δ 1. explains the significance of the Renaissance through the accomplishments of Petrarch, Raphael, Leonardo Da Vinci, Michelangelo, Machiavelli, Shakespeare, and Guttenberg.
11 Δ 2. explains the significance of the Reformation (e.g., the ideas of Luther and Calvin, the English Reformation, conflict related to the Reformation, the Catholic Reformation, religious warfare).
3. describes absolute monarchy in Europe (e.g., Phillip II, France from Henry IV to Louis XIV, Frederick the Great, and Peter the Great).
• 4. explains the significance of the Scientific Revolution (i.e., Copernicus, Bacon, Harvey, Galileo, Newton; invention of telescope, microscope).
11 Δ 5. describes and explains the significance of the English Civil War and Glorious Revolution (e.g., limiting the power of the absolute Monarch, power shifting to Parliament).
11 Δ 6. analyzes the impact of European expansion into the Americas, Africa, and Asia (i.e., the establishment of colonial empires, the Columbian Exchange, growth of slavery,

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• Indicators suggested for local assessment.

advances in navigation, influence of Christianity, rise of mercantilism and **capitalism**).

7. describes the accomplishments and significance of the Ottoman, Safavid, and Moghul Empires.
8. describes major developments in Japan (e.g., Japan moving from feudal disorder to stability under the Tokugawa Shogunate, isolationism, cultural accomplishments).
9. describes major developments in China (e.g., Ming naval expeditions; isolationism, restrictions on expeditions, trade, expeditions, and merchants; flourishing of Chinese arts).

Instructional Suggestions:

1. *Students will define the concept: "Renaissance Man" and use examples of accomplishments of artists, inventors, authors, philosophers, and others during the Renaissance period to identify a "Renaissance Person" in today's world. The proof is in the justification of the students' selection! (1)*
2. *Students write an epitaph for Martin Luther focusing on the impact of his teachings and ideas. (2)*
3. *Students design a graphic organizer to provide information and to depict relationships between the Protestant Sects that developed as a result of the Reformation. (Example: One student developed a family tree with the trunk being the Roman Catholic Church and the branches of the tree being the Protestant Sects). Sects should include but are not limited to: Lutheranism, Zwinglianism, Anglicanism, Calvinism and Presbyterianism, and Anabaptism, Baptism, and Mennonism. (2)*
4. *Students will chart the different types of monarchies during the rise of nations including: absolute monarchy, divine right monarchy, enlightened despotism, and limited monarchy. The chart will include an example of each of the four types, where the particular type of monarchy was found, and the strengths and weaknesses of each type (5).*
5. *Students will read a biographical sketch of Elizabeth I of England, Louis XIV of France, Frederick the Great of Prussia, Peter the Great of Russia (and others, if you have them). Choose one of the monarchs and write a biocrostic about his/her life and reign. (3)*
6. *Using the Columbian Exchange as the "big idea", divide students into cooperative groups and assign each group a topic about which to prepare a saturation report. Topics may include but should not be limited to: colonialism, growth of slavery, advances navigation and other technologies, influence of Christianity, rise of mercantilism, and the advent of capitalism. Each group will present the topic about which they saturated their knowledge and will include handouts and assignments to support their information. (6)*

Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the Age of Revolutions 1650-1914.

Indicators:

The student:

- 1. summarizes the ideas of major figures of the Enlightenment (i.e., Hobbes, Locke, Voltaire, Montesquieu, Rousseau, Wollstonecraft).
  2. examines the development of political revolutions in the Americas (e.g., American Revolution, Toussaint L'Ouverture, Simon Bolivar, Hidalgo).

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• Indicators suggested for local assessment.

11 Δ 3. analyzes the major events, causes, and outcomes of the French Revolution (i.e., economic crisis, social unrest, influence of Enlightenment ideas, Declaration of the Right of Man, Bastille, Robespierre, the Terror, Thermidore, the rise and fall of Napoleon, the Vienna Settlement of 1815).

11 Δ 4. analyzes the impact of the Industrial Revolution (i.e., improvements in production and transportation; ideas of Smith, Malthus, Ricardo, Marx, Mill, the Utopian Socialists; the rise of an urban working class and labor unions; reform movements and the extension of the suffrage).

5. describes the impact of Western nationalism and imperialism (e.g., unification of Germany and Italy, competition for colonies in Africa and Asia, ideology of Social Darwinism and Rebellion, Boxer Rebellion, and Sun-Yat-Sen).

6. examines key developments in the search for political democracy and social justice (e.g., revolutions of 1848; emancipation of serfs in Russia and ending of slavery in the United States; extension of suffrage for both men and women, Elizabeth Cady Stanton and the Pankhursts; rise of Bolshevism).

11 Δ 7. explains the rise of Meiji Japan as a World Power (i.e., industrialization, militarization, the Sino-Japanese War, the Russo-Japanese War).

11 Δ 8. describes the discoveries and ideas of major figures in science and medicine (e.g., Nightingale, Pasteur, Lister, Darwin, Einstein, the Curies, and Freud).

Instructional Suggestions:

1. *Students will choose a figure of the Enlightenment (e. g.: Hobbes, Locke, Voltaire, Montesquieu, Rousseau, and Wollstonecraft) and write a letter to the editor about that particular person's views. The letter may be in support or refute the philosophies of the chosen person of the Enlightenment. (1)*
2. *Students will create a political cartoon that depicts the causes of the French Revolution. (3)*
3. *Students will draw a map of Europe and color code it to show the influence of Napoleonis Empire. (3)*
4. *Students will create a pictorial on a poster to show the rise and fall of Napoleon. (3)*
5. *Students will read biographies of Metternich, Smith, and Marx and prepare a dilectical journal (two column notetaking organizer with main ideas and details in the left hand column and personal reaction in the right hand column) to process the different philosophies of each. (4)*

Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the **Era** of Global Wars, 1914 - 1945.

Indicators:

The student:

1. explains the origin, course, and consequences of World War I (i.e., Impact of Technology, Trench Warfare, Impact on Civilization, Nationalism, Entangling Alliances, Imperialism, Militarism, Industrialism, Attempt at International Cooperation, Russian Revolution, Rise of Fascism; Hitler Cultural Disillusionment, Growth of Nationalism). [See U.S. History Benchmark 4]
2. describes the establishment and development of the Soviet Union (e.g., Russian Revolutions of 1905, March 1917, November 1917, Lenin, Stalin, Trotsky, Russian Civil War, New Economic Policy, secret police and purges).
3. describes the origins, course, & consequences of World War II (e.g., Failure of the League of Nations, Reaction against Versailles Treaty, Failure of Appeasement, Japanese Imperialism, military technology, belligerents' strategy, Nuclear Age, Cold War, emergence of superpowers, regional security alliances, UN). [US 11.5.3]

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• Indicators suggested for local assessment.

4. describes the rise of anti-colonial and national movements directed against European imperialism (e.g., Gandhi, Ho Chi Minh, Kuomingtang).

11 Δ 5. describes the changes in economic conditions and social structures (i.e., global depression, urbanization, labor, modernism in art and literature, class conflict).

• 6. analyzes the impact of science and technology (e.g., communications, medicine, transportation, energy sources).

Instructional Suggestions:

1. *Students create simulation games of World War I. Students may focus on causes, battles, economic developments, technology, nationalism, or consequences. The game rules must be written in technical writing style with clear instructions and a section of historical background and significance. The game board may be made of a file folder. Students must include all game pc rts, tokens, cards, etc. Include a peer evaluation of this project playing the game and evaluating the game's relationship to World War I is critical to the success of this project. (1)*
2. *Students create a "World at War Scrapbook" which asks students to select 15 events from World War I and World War II for a total of 30 events. A timeline for each World War must be included. For each event selected, students must write a brief paragraph summary of the event. In the first paragraph the information should include who, what, when, where, why, and how. The second paragraph should include the historical significance of the event and why the student chose that particular event. (2)*
3. *This project is scored on a rubric. Students will incorporate the timelines and the writings into a scrapbook. They may include illustrations also. This project is scored on a rubric. (3)*
4. *Students analyze a collection of poems from World War I. The theme behind the analysis is: Loss of Innocence. After students analyze each poem, have them generate their own poem about their perspective of the experience of the World War I soldier. (1)*

Benchmark 7: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world since World War II.

Indicators:

The student:

1. describes major events in the history of the Cold War (e.g., the establishment of the Soviet Bloc, Mao's victory in China, the Truman Doctrine, the Marshall Plan, the formation of NATO, the Berlin Blockade, the "Iron Curtain", the Berlin Wall, the Cuban missile crisis, attempts at freedom in Hungary and Czechoslovakia). [US 11.6.2]
2. analyzes the impact of the collapse of the Soviet Union on world peace and stability (e.g., economic crisis in Russia, conflict in the Balkans).
3. analyzes the role of ideology, nationalism, religion, and the struggle for human rights in regional conflicts (e.g., Northern Ireland, Latin America, the Balkans, India and Pakistan, U.S. Civil Rights, the Middle East, Rwanda).
4. analyzes the potential and problems presented by advances in science, technology, economics, and culture (e.g., generic engineering, space exploration, communications, television, growth of education).

• 5. describes the changes in economic conditions and social structures (e.g., mass education, population explosion, global economy, human rights, corporatism).

11 Δ 6. analyzes the impact of science and technology (i.e., biotechnology, space exploration, global communications, immunization, environmentalism).

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Instructional Suggestions:

1. *Students draw a map of the world and draw in the countries of the Warsaw Pact and NATO. Students should then color the Warsaw Pact countries red and the NATO countries blue. They should then identify the probable location of the iron curtain. Students should then complete a 10 minute writing about the perspective created by the alliances created in the Cold War Era. (1)*
2. *Students will defend a historical argument using reasoned persuasion based on this statement: The Cold War was never cold. Students must provide details to justify the argument.*
3. *Using the history of science and technology in the twentieth century, and considering the time that has passed between significant achievements in science and technology, students will predict future developments.*

Benchmark 8: The student engages in historical thinking skills.

Indicators:

The student:

- 1. analyzes historical materials to trace development of an idea or trend across space or over a prolonged period of time to explain patterns of historical continuity and change.
- 2. develops and implements effective research strategies for investigating a given historical topic.
- 3. examines and analyzes primary and secondary sources in order to differentiate between historical facts and historical interpretations.
- 4. compares competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Key: Δ Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade Level (6, 8 or 11) is indicated.

• Indicators suggested for local assessment.

Appendices

Appendix 1 - Do You Know the Requirements?

Appendix 2 - Glossary

Appendix 3 - Interdisciplinary Approach Ideas

Appendix 4 - Geographic Locations To Know

Appendix 5 - World History Content Outline

Appendix 6 - Resources

Appendix 7 - Standards Document Writers

Appendix 1

Do You Know the Requirements?

Are you meeting the requirements placed on your social studies program by outside entities? Program requirements which stem from state legislation and KSBE Quality Performance Accreditation regulation are outlined below. Additionally, there are college eligibility requirements defined by the Kansas Board of Regents.

Evidence of Social Studies Performance

The following two questions address accreditation criteria to be met through evidence of student performance monitored at the time of a building's accreditation visit for Quality Performance Accreditation.

> (1) Does the performance of all student groups on state social studies assessments reflect improvement (if social studies is a targeted outcome) or sustained status (if not targeted for improvement)?
>
> (2) Does performance of all student groups on local social studies assessments reflect improvement (if social studies is a targeted outcome) or sustained status (if not targeted for improvement)? Locally determined performance assessment in social studies is a State Board of Education mandate and evidence will be expected at the Cycle II accreditation visit.

Additionally, the Quality Performance Accreditation Annual Report contains assurances addressing social studies related regulations. Building principals are required to certify that the regulations are being met. Should those assurances not be certified, or are lacking, the visiting team will be given that information for use in making its accreditation recommendation.

Required Social Studies Programs

The Kansas State Board of Education includes requirements for Kansas history and government, United States history, and United States government to include the Constitution of the United States, as a part of the Quality Performance Accreditation Regulations.

Specifically, the Kansas history and government regulation states:

> (1) Each board of education shall include in its social studies curriculum, within one of the grades seven to twelve, a course of instruction in Kansas history and government. The course of instruction shall be at least nine consecutive weeks and at least 1,800 minutes.

(2) Each board of education shall:

A. Determine the specific curriculum and the grade in which the course of instruction is to be offered; and,

B. Waive this requirement for any student who transfers into the district at a grade level above that in which the course of instruction in Kansas history and government is taught.

Social Studies Graduation Requirements

The requirements for United States history and government fall under policy regarding student eligibility for high school graduation upon the completion of a minimum of 21 units of credit. Each local school board is to adopt a policy specifying that pupils shall be eligible for graduation only upon completion of requirements which include three units (6 semesters) of social studies; among these, one unit of United States history and at least 1/2 unit of United States government, including the Constitution of the United States, and except as provided in the case of student transfer, a course of instruction in Kansas history and government.

Kansas Regent's Schools Eligibility

There are additional requirements to consider in preparing students to enter a Regent's school in Kansas. To qualify for admission to any of the six Kansas Regent's universities, students need to complete a precollege curriculum with at least a 2.0 grade point average on a 4.0 scale; or have an ACT score of 21 or above; or rank in the top third of their class. For social studies programs this means students must complete one unit of United States history; 1/2 unit of United States government; one unit selected from courses in psychology, economics, civics, history, current social issues, sociology, anthropology and/or race relations; and 1/2 unit selected from world history, world geography or international relations. These Regent's requirements are not tied to QPA.

Appendix 2

GLOSSARY

Absolute Advantage - Individual and nations have an absolute advantage if they can produce more of a product with the same amount of resources compared to another individual or nation. (See comparative advantage).

Absolute Location - The location of a point expressed by a grid reference (latitude and longitude).

Acculturation - The process of adopting the traits of a cultural group.

Affirmative Action - Any of a wide range of programs, from special recruitment efforts to numerical quotas, aimed at expanding opportunities for women and minorities.

Agribusiness - A combination of the producing operations of a farm, the manufacture and distribution of farm equipment and supplies, and the processing, storage, and distribution of farm commodities.

Allocation - Distribution of resources, goods, or resources.

Alphanumeric Coordinates - A grid system of letters and numbers on a map to help determine absolute location.

Aquaculture (var. Aquiculture) - Cultivating the natural produce of water; raising of fish in enclosed ponds.

Artifacts - Objects that were used by people long ago.

Balance of Trade - The difference in value over a period of time between imports and exports.

Barter - Trading goods or services for other goods or goods and services without using money.

Benefit - Is something that satisfies your wants.

Biodiversity - A measure of the distinct characteristics, qualities, or elements of plant and animal life in a defined area; a measure of biological differences.

Biological Magnification - The accumulation of a chemical in the fatty tissue of an organism and its concentration at progressively higher levels in the food chain.

Biome - See ecosystem.

Borrowing - Promising to repay a given amount of money, frequently with added interest.

Capital (Financial) - Money used to start, or invest in, businesses.

Capital Goods, Capital Resources - Special goods such as tools, equipment, machines, and buildings which are used to produce other goods and services.

Capitalism - An economic system based on the private ownership of the means of production and distribution (land, factories, mines, railroads) and their operation for profit, under competitive conditions.

Carrying Capacity - The maximum number of animals and/or people a given area can support at a given time.

Cartogram - A map that has been simplified to present a simple idea in a diagrammatic way; it is not normally true to scale.

Caste System - The strict social segregation of people, specifically in India's Hindu society, based on ancestry and occupation.

Circular Flow Model - Shows how households, businesses, and financial institutions interact as they exchange goods and services.

Civic Values - Principles and beliefs that people in a society hold in common for common purposes.

Civilization - A society that has achieved a high level of culture, including the development of systems of government, religion, and learning.

Choropleth Map - Shows differences between areas by using colors or shading to represent distinct categories of qualities (such as vegetation types) or quantities (such as population density).

Clear and Present Danger - Any situation where the public safety, health, and well-being is threatened.

Colonialism - A policy by which a nation obtains and controls foreign lands as colonies, usually for economic gain.

Colonization - The establishment of colonies.

Command Economy - An economic system in which economic decisions are made largely by a central authority, usually a government.

Common Era (C.E.) - Period from the height of Roman Civilization to the present. CE is synonymous with "A.D." and B.C.E. (before common era) is synonymous with "B.C.".

Common Good - For the benefit of the public health, safety, and well-being.

Communism - A political and economic system without social classes or private ownership, in which the state controls the production and distribution of goods.

Community - Any group living in the same area or having interests, work, etc. in common.

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Comparative Advantage - When one individual or nation has an efficiency advantage over another individual or nation with two separate products but has a greater advantage in one product than in the other. The efficient producer has a comparative advantage for the product in which he has greater relative efficiency. (See absolute advantage)

Compass Rose - A drawing that shows the orientation of north, south, east, and west on a map.

Concurrent Powers - Powers shared by both the Federal and state governments.

Conservation - The careful use and protection of natural resources, such as soil, forests, and water.

Constitution - A document containing the system of fundamental laws of a nation, state, or society.

Constitutional Monarchy - Monarchy in which the powers of the monarch are restricted by a constitution.

Constitutional Powers - (See enumerated powers).

Consumer - A person who buys goods or services to satisfy wants.

Cost - Is something that is given up to satisfy your wants.

Cultural Characteristics - See human feature.

Cultural Convergence - The independent development of similarities between separate cultures.

Cultural Diffusion - The spread of cultural elements from one culture to another.

Cultural Divergence - The development of differing characteristics within a culture, under the influence of unlike environments (how a language changes over time in separate areas).

Cultural Diversity - The differences in the way groups of people live, including their customs, beliefs, and arts.

Cultural Landscape - The surface of the earth as modified by human action, including housing types, settlement patterns, and agricultural use.

Culture - Learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food , clothing, buildings, tools).

Database - A compilation, structuring, and categorization of information for analysis and interpretation.

Debt - The accumulated negative balance.

Deficit - A negative balance after expenditures are subtracted from revenues for a one year period.

Deflation - The sustained decrease in the general price level of the entire economy, resulting in an increase in the purchasing power of money.

Demand - The number of consumers willing and able to purchase a good or service at various prices.

Democracy - A government run by the people, in which the citizens make their laws.

Demographics - The statistics of population characteristics (birth and death, growth patterns, longevity).

Depletion - The lessening or exhaustion of a supply.

Dictatorship - A government system controlled by one ruler, who has absolute power, usually by force.

Diffusion - The spread of people, goods, and ideas from one place to another.

Distribution - The arrangement of items over a specified area (synonymous with spatial distribution).

Distribution - The arrangement of items over a specified area.

Economy - The production and distribution of goods and services within an economic system.

Economic Sanction - The withholding, usually by several nations, of loans or trade relations with a nation violating international law, to force it to comply.

Economic System - This is how a country decides to produce and distribute goods and services.

Ecosystem - A system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical factors of the environment in which they live.

Embargo - Government restriction placed on trade.

Emigrant - A person migrating away from a country or area.

Eminent Domain - (1) The right of a sovereign state to appropriate all or part of any property for necessary public use, making reasonable compensation. (2) The right in international law for one nation to appropriate the territory or property of another for self protection.

Expressed Powers - The powers explicitly granted to Congress by the Constitution. (Enumerated powers are the same as constitutional powers or expressed powers.)

Entrepreneur - A person who organizes productive resources to take the risk to start a business.

Equal Opportunity - The idea that each person is guaranteed the same chance to succeed in life.

Equilibrium Point - (equilibrium price) The price at which quantity supplied equals quantity demanded.

Equity - Conformity to a standard of fair treatment without bias; fairness; impartiality.

Era - A period of history marked by some distinctive characteristic.

Ethnic Enclaves - Areas or neighborhoods within cities that are homogeneous in their ethnic make-up, and are usually surrounded by different ethnic groups (Chinatown).

Exchange Rate - The price of one currency in relation to another currency.

Expenditures - Spending on goods and services.

Exports - Goods and services produced in one nation and sold to buyers in another nation.

Externality - The positive/negative "spill-over effects" to third parties when the production or consumption of a good or service affects the welfare of people who are not directly involved (home improvements increase the value of neighbors' homes, pollution from production negatively affects air quality).

Fascism - A system of government characterized by strong nationalist, racist, and military policies, ruled by a dictator, with a centralized control of the basic means of production.

Fauna - Animal life.

Federal Reserve System - The independent central bank of the United States that controls the money supply.

Federalism - A policy favoring strong centralized federal (central government) power. Power of government is divided between national and state governments.

Feudalism - An economic and political system in which lords granted land to vassals in exchange for protection and other services.

Financial Capital - The money to acquire the three factors of production (land, labor, and capital such as equipment or buildings).

Fiscal Policy - The use of federal government spending, taxing, and debt management to influence general economic activity.

Flora - Plant life.

Geographic Information System (GIS) - Computerized geographic database that contains information about the spatial distribution of physical and human characteristics of Earth's surface.

Geographic Questions - Inquiry about why things are where they are, how they got there, and the significance (Where is something located? Why is it there? With what is it associated? What are the consequences of its locations and associations? What is this place like?).

Geographic Representation - Maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images used to depict selected aspects of the earth's surface.

Geographic Tool - Reference works such as almanacs, gazetteers, geographic dictionaries, statistical abstracts and other data compilations used to provide information about the earth's surface.

Glaciation - The formation of glaciers; the condition of being covered by glaciers; the effects produced by the action of glaciers.

Goods - A good is something that you can touch or hold.

Government - Institutions and procedures through which a territory and its people are ruled.

Graphic Representations - Maps and graphs used to portray geographic information (thematic and choropleth maps [hand drawn and computer generated], cartograms, graphs [pie, bar, line, population pyramids]).

Gross Domestic Product (GDP) - The total market value of all final goods and services produced in the economy in a given year.

Human Feature (human characteristics) - Items built by people that modify the earth's surface (towns, roads, dams, mines).

Human Process - A course or method of operation that produces, maintains or alters human systems on earth, such as migration or diffusion.

Human Resource - People who work in jobs to produce goods and services.

Human System - Human entities that are interrelated, (a city, an airport, and a transportation network).

Hydrologic Cycle - The continuous circulation of water from the oceans, through the air, to the land, and back to the sea; evaporation, condensation, and precipitation.

Immigrant - A person migrating into a particular country or area.

Imperialism - The policy of increasing a nation's authority by acquiring or controlling other nations.

Implied Powers - Powers assumed by government that are not specifically listed in the Constitution.

Imports - Goods and services bought from sellers in another nation.

Income - Financial gain received as wages/salaries, rent, interest and/or profit.

Industrialization - The growth of machine production and the factory system.

Inflation - Sustained increase in the general price level of the entire economy, resulting in a reduction in the purchasing power of money.

Infrastructure - The skeletal framework of a nation (highways, roads, water systems, parks) provided by the public sector.

Interdependence - People relying on each other in different places or in the same place for ideas, goods, and services.

Interest Rate - The price of money that is borrowed or saved, determined by the forces of supply and demand.

International Trade - The exchange of goods and services between countries.

Isolationism - A national policy by which a country does not become involved with other nations in agreements and/or alliances.

Latitude - A measure of distance, north or south of the equator, expressed in degrees.

Legend - An explanatory description or key to features on a map or chart.

Lending - To give for temporary use on condition that the same, or its equivalent will be returned.

Lobbyist - A paid representative of an interest group, who attempts to influence legislatures.

Location - The position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).

Longitude - A measure of distance, east or west of the Prime Meridian, expressed in degrees.

Manorialism - A medieval economic, social, and political system based on the manor (an estate ruled by a lord who enjoyed a variety of rights over land and tenants).

Map Projection - The transfer of the shape of land and water bodies, along with a global grid, from a globe to a flat map.

Market - Exists whenever buyers and sellers exchange good and services.

Market Economy - A system in which buyers and sellers make major decisions about production and distribution, based on supply and demand.

Martial Law - Temporary rule by military authorities over civilians, as during a war, occupation, or insurrection.

Megalopolis - A large, sprawled urban complex, created through the spread and joining of separate metropolitan areas.

Mental Map - The mental image a person has of an area.

Mercantilism - An economic system developed in Europe as feudalism died out, intended to unify and increase the power and monetary wealth of a nation by strict governmental regulation of the entire economy, designed to secure bullion, a favorable balance of trade, the development of agriculture and manufacturing, and foreign trading monopolies.

Migration - The movement of people or other organisms from one region to another.

Militarism - A policy of aggressive military preparedness.

Mixed Economy - An economic system which has elements from traditional, command, and/or market economies.

Monopoly - An industry in which there is only one firm.

Monarchy - Government by a monarch (king, queen, emperor, empress).

Monotheistic - Of, relating to, or characterized by the doctrine that there is but one God.

Movement - The interaction of people, goods, ideas, or natural phenomena from different places.

Mythology - The traditional stories told by a people which explains their beliefs about their world.

Nationalism - Intense loyalty and devotion to one's country; desire for national independence.

National Security - Defense and safety of a nation's ability to safeguard citizens.

Natural Resource - One of the 3 categories of productive resources used in production (fields, forests, the sea, and other gifts of nature).

Non-Renewable Resource - A finite resource that cannot be replaced once it is used.

Opportunity Cost - When you make a decision, the most valuable alternative that you don't choose is your opportunity cost.

Parliamentary System - A system of government in which the chief executive is the leader whose party holds the most seats in the legislature after an election or whose party forms a major part of the ruling coalition.

Patriotism - Loyalty and devotion to one's country.

Physical Feature - A natural characteristic of a place (elevation, landforms, vegetation).

Physical Process - A course or method of operation that produces, maintains or alters Earth's physical systems (e.g., glaciation, erosion, deposition).

Physical Systems - Processes that create, maintain, and modify Earth's physical features and environments, consisting of four categories: atmospheric (e.g., climate), lithospheric (plate tectonics, erosion), hydrospheric (water cycle, ocean currents), and biospheric (plant and animal communities).

Places - Locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.

Plate Tectonics - The theory that the uppermost part of the earth is divided into plates that slide or drift very slowly, causing the formation of physical features, such as mountains.

Political Action Committee (PAC) - An organization that donates contributions from group members in order to support candidates for political office and influence public policy.

Political Features - Spatial expressions of political behavior; boundaries on land, water, and air space; cities, towns, counties, countries.

Population Distribution - Location patterns of various populations.

Population Pyramid - A bar graph showing the distribution by gender and age of a country's population.

Price - The amount of money that people pay when they buy a good or service. It is determined by the buying and selling decisions of consumers and producers.

Primary Activities - Those parts of th economy involved in making natural resources available for use or further processing; includes mining, agriculture, forestry, fishing, hunting, grazing.

Primary Source - A first-hand account of an event (official document, diary, letter).

Primate City - The most important city in a country, which often has a population more than twice the size of the second-ranked city; usually a center of wealth and power.

Privilege - Something granted by statute (driver's license, votin[illegible] is a privilege granted through state government).

Productive Resources - The natural, human, and capital resources used to produce goods and services.

Productivity - A measure of goods and services produced over a period of time with a given set of resources.

Profit - After producing and selling a good or service, profit is the difference between revenue and cost of production. If costs are greater than revenue, profit is negative.

Prohibited Powers - Powers denied within the Constitution.

Purge - To rid a nation, political party, etc., of persons regarded as undesirable.

Push-Pull Factors - In migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.

Quarternary Activities - Those parts of the economy concerned with research, with the gathering or disseminating of information, and with administration.

Region - An area with one or more common characteristics or features which make it different from surrounding areas.

Relative Location - The location of a place or region in relation to other places or regions (northwest or downstream).

Religion - A system of beliefs for satisfying a peoples' spiritual wants/needs.

Renaissance - A revival or rebirth, usually referring to the revival of classical learning in Italy after the Middle Ages.

Renewable Resource - A resource that can be regenerated if used carefully.

Representative Democracy - A system of government where citizens elect public officials to govern on their behalf.

Republic - A government rooted in the consent of the governed, whose power is exercised by elected representatives responsible to the governed.

Reserved Powers - Powers that are not specifically granted or denied the federal government are reserved to the states.

Resource - An aspect of the physical environment that people value and use.

Responsibilities -

Revenue - Receipts from sales of goods and services.

Right Freedoms - Guaranteed in the Constitution and Bill of Rights (right of freedom of speech, worship, etc.).

Rule of Law - The concept that widely known and accepted rules and laws of society are followed by those in authority as well as by the governed.

Satellite Image - Images taken by manmade orbiting bodies.

Savings - Income that is not spent, setting aside income or money for future use.

Scale - Relative size as shown on a map (1 inch = 100 miles).

Scarcity - Not being able to have everything that you want. Scarcity forces us to make choices.

Secondary Activities - Those parts of the economy involved in the processing of raw materials; includes manufacturing, construction, power generation.

Services - A service is something that one person does for someone else.

Socialism - An economic system in which the government controls all natural resources and industry; also a political philosophy based on the writings of Karl Marx.

Society - A group of people bound together by the same culture.

Spatial - Pertaining to space on the earth's surface.

Spatial Distribution - The location(s) shown on a map of a set of human or physical features.

Spatial Patterns - The location of phenomena at specific points, in given areas, or along lines, depicted on maps.

Spatial Representation - Depiction of the earth's surface using maps (climatic, population, vegetation).

Specialization - People who work in jobs where they produce a few special goods and services.

Spending - The use of money to buy goods and services.

Supply - The quantity of resources, goods, or services that sellers offer at various prices at a particular time.

Tariff - A tax imposed on imported goods.

Technology - Science applied to achieve practical purposes.

Tertiary Activities - Those parts of the economy that fulfill the exchange function and provide market availability of commodities; includes wholesale and retail trade and associated services.

Thematic Map - A map representing a specific theme, topic, or spatial distribution (cattle production, climates).

Trade - The exchange of one good or service for other goods and services or money.

Trade Off - Getting less of one thing in order to get a little more of another.

Traditional Economy - A system in which economic decisions are based on custom.

Theocracy - A government ruled by priests or other religious leaders.

Urbanization - The growth of cities.

Venn Diagram - Graphic organizer used to determine similarities and differences.

Wants - Desires that can be satisfied by consuming a good, service, or leisure activity.

Welfare State - Government providing aid to needy people (Social Security, free medical treatment).

Work Ethic - Completing a job and doing one's best; attitude of an individual and society towards work.

Appendix 3

Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades K-2

Themes	Benchmarks
The United States and the World Around Us	Civics-Government Benchmark 2, 3, 4, and 5 Economics Benchmark 2 Geography Benchmark 1 History Benchmark 1, 2, and 3
Famous People, Places, and Events	History Benchmark 1 and 3
Exploring Our Neighborhood	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 1, 2, 3, 4, and 5 Geography Benchmark 1, 2, 3, 4, and 5 History Benchmark 2, 3, and 4
Communities	Civics-Government Benchmark 1, 4, and 5 Economics Benchmark 1, 2, 3, 4, and 5 Geography Benchmark 1, 2, 3, 4, and 5 History Benchmark 2 and 4
Special Observations	History Benchmark 1 and 3

These examples suggest ways the separate discipline benchmarks can be integrated.

Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades 3-4

Themes	Benchmarks
Community Government, Business Activities, and Me	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 1, 2, 3, and 4 Geography Benchmark 1, 2, 4, and 5 Kansas History Benchmark 1 and 3
The History of Communities	Civics-Government Benchmark 1, 2, and 4 Economics Benchmark 1 and 4 Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 1, 2, 3, 4, and 5 United States and World History Benchmark 1, 2, 3, and 4
Why Communities Grow Where They Do	Civics-Government Benchmark 2 Economics Benchmark 1, 2, and 3 Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 1, 2, 3, and 4 United States and World History Benchmark 2 and 4
Money, Trade, and Business	Economics Benchmark 1, 2, 3, 4, and 5 Geography Benchmark 2, 4, and 5 Kansas History Benchmark 1, 2, 3, and 4

These examples suggest ways the separate discipline benchmarks can be integrated.

Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades 5-6

Themes	Benchmarks
Citizenship Roles: Rights, Responsibilities, and Privileges	Civics-Government Benchmark 2, 3, 4, and 5 United States History Benchmark 2 and 3 World History Benchmark 2 and 3
Our Nation's Government at Work	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 1, 3, and 4 Geography Benchmark 4 United States History Benchmark 2 and 3
The Skills of a Consumer	Economics Benchmark 1, 2, 3, 4, and 5 Geography Benchmark 4 United States History Benchmark 1 World History Benchmark 3 and 4
Reacting to Our Environment	Economics Benchmark 1, 2, and 3 Geography Benchmark 1, 2, 3, 4, and 5 United States History Benchmark 1, 2, and 3 World History Benchmark 1, 2, 3, and 4
Creating a Nation (to 1800)	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 1, 3, and 4 Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 1 United States History Benchmark 1, 2, and 3 World History Benchmark 2, 3, 4, and 5
World History	Civics-Government Benchmark 5 Economics Benchmark 1, 2, 3, and 4 Geography Benchmark 1, 2, 3, 4, and 5 United States History Benchmark 1, 2, and 3 World History Benchmark 1, 2, 3, 4, and 5

These examples suggest ways the separate discipline benchmarks can be integrated.

Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades 7-8

Themes	Benchmarks
The U.S. Government and How it Works	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 2, 3, and 4 Kansas History Benchmark 3, 4, 5, 6, and 7 United States History Benchmark 1 and 2
Economic Systems	Civics-Government Benchmark 4 and 5 Economics Benchmark 1, 2, 3, and 4 Geography Benchmark 2, 4, and 5 Kansas History Benchmark 7
The National Economy	Civics-Government Benchmark 5 Economics Benchmark 1, 2, 3, and 4 Geography Benchmark 4 Kansas History Benchmark 4, 5, 6, and 7 United States History Benchmark 1 and 2
Personal Finance	Economics Benchmark 1, 2, 3 and 5
The Migration of People	Civics-Government Benchmark 4 Economics Benchmark 2 Geography Benchmark 1, 2, 4, and 5 Kansas History Benchmark 2, 3, 4, 5,6, and 7 United States History Benchmark 1 and 2
Specialized Map Making and Interpretation	Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 1, 2, 3, 4, 5, 6, and 7 United States History Benchmark 1 and 2
Kansas Studies	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 2, 3, and 4 Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 1, 2, 3, 4, 5, 6, 7, and 8 United States History Benchmark 1 and 2

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Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades 7-8 (continued)

Themes	Benchmarks
The Nation Emerges (the 1800s)	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 2, 3, and 4 Geography Benchmark 1, 2, 4, and 5 Kansas History Benchmark 1, 2, 3, 4, and 5 United States History Benchmark 1, 2, and 3
History of World Regions	Civics-Government Benchmark 4 and 5 Economics Benchmark 3 and 4 Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 1, 2, and 4 United States History Benchmark 1 and 2

These examples suggest ways the separate discipline benchmarks can be integrated.

Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades 9-11

Themes	Benchmarks
Impact of Conflict	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics 3 and 4 Geography Benchmark 1, 2, 3, and 4 Kansas History Benchmark 1, 2, 3, 4, 5, and 7 United States History Benchmark 1, 2, 3, 4, 5, 6, and 7 World History Benchmark 3, 4, 5, 6, and 7
Leadership	Civics-Government Benchmark 2, 3, 4, and 5 Economics Benchmark 1 and 4 Kansas History Benchmark 4, 5, and 6 United States History Benchmark 5, 6, and 7 World History Benchmark 2, 3, 4, 5, and 6
Internat[illegible]al Fiscal Policy	Civics-Government Benchmark 3, 4, and 5 Economics Benchmark 2, 3, and 4 Geography Benchmark 4 United States History Benchmark 5 and 6 World History Benchmark 7
Women's Issues	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 4 Kansas History Benchmark 3 United States History Benchmark 3, 4, 6, and 7 World History Benchmark 5, 7, and 8
Human Rights	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 4 Geography Benchmark 2 and 4 Kansas History Benchmark 1, 2, 3, 4, 6, and 7 United States History Benchmark 1, 2, 3, 5, 6, and 7 World History Benchmark 5, 6, 7, and 8

These examples suggest ways the separate discipline benchmarks can be integrated.

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Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades 9-11 (continued)

Themes	Benchmarks
Adults as American Citizens	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 1, 2, 3, 4, and 5 Geography Benchmark 1 Kansas History Benchmark 6 and 7 United States History Benchmark 6 and 7 World History Benchmark 2
Current Issues	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 1, 2, 3, 4, and 5 Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 4, 7, and 8 United States History Benchmark 6 and 7 World History Benchmark 7 and 8

These examples suggest ways the separate discipline benchmarks can be integrated.

Appendix 4

Geographic Locations

The countries and physical features listed are consistent with the standards content at the specified grade levels. The cities chosen are primate cities which are regional centers of population, transportation, government, industry, services, culture, or historic significance.

By the end of Grade 4

6 Δ 4 oceans
50 U.S. capitals
6 Δ 50 U.S. states
6 Δ 7 continents
6 Δ Appalachian Mountains
Arkansas River
Atlanta
6 Δ Canada
Caribbean Sea
Chicago
Colorado River
Denver
6 Δ equator
Grand Canyon
Gulf of California
6 Δ Gulf of Mexico
Kansas City
Kaw River
Los Angeles
6 Δ Mexico
6 Δ Mississippi River
Missouri River
Mt. McKinley
New York City
6 Δ North and South Poles
6 Δ Prime Meridian
Puerto Rico
Rio Grande
6 Δ Rocky Mountains
6 Δ The Great Lakes
Topeka
6 Δ Washington D.C.
Wichita

By the end of Grade 6

Adriatic Sea
Aegean Sea
Aleutian Islands
Amazon River
Athens
Bering Strait
6 Δ Boston
11 Δ Brazil
6 Δ Central America
Chesapeake Bay
Chile
6 Δ China
Constantinople (modern Istanbul)
6 Δ Egypt
6 Δ England
Euphrates River
6 Δ France
Ganges River
6 Δ Greece
Himalaya Mountains
Huang He (Yellow River)
Hudson Bay
6 Δ India
Indus River
11 Δ Israel
6 Δ Italy
Jerusalem
Mecca
6 Δ Mediterranean Sea
Mesopotamia (modern Iraq)
Mexico City
Montreal
Netherlands
6 Δ Nile River
Ohio River
Persia (modern Iran)
6 Δ Persian Gulf
6 Δ Peru
8 Δ Philadelphia
Portugal
Quebec City
Red Sea
6 Δ Rome
11 Δ Sahara Desert
11 Δ Saudi Arabia
Spain
St. Lawrence River
Tigris River
Yangtze River
6 Δ Yucatan Peninsula

continued on next page

Geographic Locations (continued)

The countries and physical features listed are consistent with the standards content at the specified grade levels. The cities chosen are primate cities which are regional centers of population, transportation, government, industry, services, culture, or historic significance.

By the end of Grade 8

8 Δ all countries of Europe
Alps Mountains
Arabian Sea
8 Δ Argentina
Atlas Mountains
Baghdad
8 Δ Balkan Peninsula
Baltic Sea
11 Δ Beijing
Bering Sea
11 Δ Berlin
11 Δ Black Sea
11 Δ Bosphorus Strait
Buenos Aries
8 Δ Cairo
Caspian Sea
8 Δ Columbia
Columbia River
11 Δ countries of Southeast Asia
8 Δ Cuba
Danube River
Dominican Republic
11 Δ English Channel
11 Δ Geneva
Gobi Desert
Haiti
11 Δ Hong Kong
Iberian Peninsula
8 Δ International Dateline
11 Δ Iran
11 Δ Iraq
8 Δ Japan
Johannesburg
11 Δ Jordan
8 Δ Kenya
Lagos
Lake Victoria
11 Δ Libya
Lisbon
8 Δ London
Madrid
• major countries of N. America
• major countries of S. America
• major countries of Africa
• major countries of Asia
Morocco
11 Δ Moscow
Mt. Everest
New Delhi
8 Δ New Orleans
Niger River
North Sea
Ob River
11 Δ Panama Canal
8 Δ Paris
Phillipines
Po River
Puerto Rico
Pyrenees Mountains
Rhine River
Rio de Janiero
8 Δ Rotterdam
Russia
8 Δ Salt Lake City
8 Δ San Francisco
8 Δ Scandinavian Peninsula
Sea of Japan
Seine River
11 Δ Singapore
St Louis
Strait of Gibraltar
11 Δ Suez Canal
Sydney
Thames River
The Hague
11 Δ Tokyo
8 Δ Tropic of Cancer
8 Δ Tropic of Capricorn
Ural Mountains
Vancouver
Volga River
Yellow Sea
Zaire River (Congo River)

By end of Grade 11
all previous locations

Appendix 5

WORLD HISTORY CONTENT OUTLINE

I. The student demonstrates a working knowledge and understanding of individuals, groups, ideas, **eras**, developments, and turning points in the history of the world from prehistoric times through the pre-classical **civilizations**.

A. describes the physical and cultural development of mankind from the Paleolithic through the Neolithic Agricultural Revolution and is able to:
   1. compare and contrast Paleolithic and Neolithic **cultures**.
   2. explain the significance of the Neolithic Agricultural Revolution (including domestication of crops and livestock, pottery, textiles, settled village life, and division of labor).

B. understands the accomplishments and significance of the Ancient Near Eastern **civilizations** and is able to:
   1. define the term **civilization** (including organized **government**, writing and learning, arts and literature, organized **economy**, and system of religion and morals).
   2. explain the importance of the Sumerians as the first **civilization** (including invention of cuneiform, first schools, city-state **government**, **theocracy**, architecture).
   3. describe the accomplishments of the Babylonians, Hittites, and Phoenicians (including Hammurabis Code, the use of iron, and the alphabet).
   4. describe advances made by the Assyrians and Persians in military and **government** organization.
   5. analyze the role of religion in Egyptian **government** and **culture**.
   6. distinguish between the Old Kingdom, Middle Kingdom, and Empire periods of Egyptian history.
   7. explain the importance of major Egyptian pharaohs (including Akhenaton, Hatsphepsut, and Ramses II).
   8. evaluate the importance of the Ancient Persian religion of Zoroastrianism.
   9. describe the origins, significance, and major beliefs of Judaism as the world's first **monotheistic** religion and trace its history through the period of Persian influence.

C. understands the accomplishments and significance of the early **civilizations** in India and China and is able to:
   1. describe the beginning of urban **culture** in Ancient India (Harrapa and Mohenjo-Dara).
   2. explain the **caste system** and the beginning of Hinduism in India.
   3. explain the importance of Sanskrit to the development of Indo-European languages.
   4. explain the role of the great rivers in shaping the **culture** of both India and China.

5. explain early Chinese concepts of **government** (including The Dynastic Cycle and the Mandate of Heaven).
6. list early Chinese cultural contributions and characteristics (including silk making, calligraphy, veneration of ancestors).

II. The student demonstrates a working knowledge and understanding of individuals, groups, ideas, **eras**, developments, and turning points in the history of the world during the period of the great classical **civilizations** of Greece, Rome, India, and China.

A. understands the geographic, political, economic, religious, and social structures of the Hellenic **culture** of Ancient Greece and is able to:
   1. explain the role of geography on Greek economic, social, and political life.
   2. explain the significance of Greek **mythology** and religion to everyday life of the Ancient Greeks and how such works as the *Iliad*, the *Odyssey*, and *Aesops Fables* permeate our literature and language today.
   3. analyze the strengths and limits of Athenian **democracy**.
   4. compare and contrast the **cultures** of Athens and Sparta.
   5. describe the founding, expansion, and political organization of the Persian Empire.
   6. explain the significance of the Persian and Peloponnesian Wars (including an analysis of *Periclesi' Funeral Oration*).
   7. describe the enduring contributions of important Greek figures in the arts, sciences, mathematics, philosophy, literature, and history (including Homer, Sappho, Herodotus, Thucydides, Socrates, Plato, Aristotle, and Sophocles).

B. understands how the conquests of Alexander the Great led to the establishment of the new Hellenistic **culture** and is able to:
   1. describe the encounter between Macedon and the divided Greek city-states (including the warning of Demosthenes).
   2. describe the geographic and military nature of Alexander's empire.
   3. describe Hellenistic advances in medicine, science, and philosophy (including Euclid, Archimedes, Hippocrates, the Epicureans and the Stoics).
   4. explain how Alexandria became a center of Hellenistic and Jewish **culture** (great library).

C. understands the history of the Roman **Republic** and Roman Empire and their impact on Western Civilization and is able to:
   1. describe the influence of geography on Roman economic, social, and political development.
   2. compare and contrast the governmental structure of the Roman **Republic** with that of the United States.
   3. outline the general history of the Punic Wars (Hannibal, Scipio).
   4. explain how **Imperialism** brought about economic, social, and political change in Rome.
   5. analyze the economic, social, and political impact of the Pax Romana.
   6. analyze the fall of the Roman **Republic** and the rise of dictators (Julius Caesar).
   7. describe major Roman contributions in law, architecture, and engineering.
   8. explain how Roman military domination influenced the **culture** of Western Europe.

9. analyze the fall of the Roman Empire in terms of both internal problems (economic, social, military, political) and external problems (provincial disorder, loss of **trade** and **revenue**, tribal **migrations** and attacks).

D. understands the history of the development and spread of early Christianity and is able to:
   1. describe the origins of Christianity in the Jewish messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle in defining and spreading Christianity.
   2. explain the circumstances which led to the spread of Christianity in Europe and other Roman territories.
   3. describe the structure of the early Catholic Church (Pope, bishops, priests, etc.)

E. knows the historical, cultural, and religious traditions of Classical India and is able to:
   1. explain basic Hindu beliefs and concepts (including karma, reincarnation, and moksha).
   2. describe the founding and major beliefs of Buddhism.
   3. compare and contrast Hinduism and Buddhism.
   4. explain who Ashoka was and why he is important to the spread of Buddhism.
   5. describe the role of women and the family under Hindu **culture**.
   6. describe important aesthetic and intellectual contributions of Indian Civilization (Sanskrit literature, Ramayana, Vedas, metallurgy, Hindu-Arabic numerals and the zero).

F. knows the historical, cultural, and religious traditions of Classical China and is able to:
   1. describe the life of Confucius and the fundamental teaching of Confucianism.
   2. describe the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin dynasty.
   3. compare and contrast the philosophies of Confucianism, Taoism, and legalism.
   4. explain how the Chinese system of civil service examinations was used to select **government** officials.
   5. describe advances made in the arts, sciences, and **technology** during the Han Dynasty (esp. the invention of paper).

III. The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new **civilizations** of AD 500-1450.

A. understands the enduring legacy of Rome in the Byzantine Empire and is able to:
   1. describe how Byzantium transmitted Roman and other ancient traditions.
   2. explain the conflicts that led to the split between Roman Catholic and Greek Orthodox Christianity.
   3. identify the sources of power that allowed Byzantium to withstand Arab attacks from the 7th-10th centuries.

B. understands the rise of Islam and is able to:
   1. describe Mohammed's rise as a religious leader and his teachings as embodied in the *Koran*.
   2. explain why and how Islam expanded from the Arabian Peninsula to become a flourishing **civilization** across Asia, Africa, and into Europe.

3. compare and contrast Islamic achievements in science, mathematics, medicine, the arts, and literature with those of medieval Europe.

C. understands the coalescence of political and social order in early medieval Europe and is able to:
   1. assess the impact of the Anglo-Saxon and Viking invasions on England.
   2. describe early medieval Christianity in Europe-- its spread, its structure, the role of monasticism, and the concept of "Christendom".
   3. assess the role of Charlemagne in European **civilization**.
   4. explain the contractual relations in **feudalism** and **manorialism**.
   5. assess the impact of technical advances in agriculture.

D. understands the history of the Middle Empire in China and is able to:
   1. describe political, economic, and cultural developments during the Sui, Tang, and Sung dynasties including the rise of **trade** and a modern **market economy**, and the influence of the Taoist worldview.
   2. assess the impact of the Mongol invasion, Kublai Khan, and Marco Polo.
   3. describe the founding and importance of the Ming dynasty.

E. understands the history of the **civilization** of feudal Japan and is able to:
   1. explain China's influence: Buddhism, Confucianism, law, and the arts.
   2. compare and contrast Japanese and European **feudalism**: knight/samurai; chivalry/bushido.
   3. identify Japanese art, architecture, drama, and literature including the *Tale of Genghi*.

F. understands the history of the Mongol Empire and Medieval Russia and is able to:
   1. describe the political, economic, and religious development of Russia from Kiev to Muscovy including the conversion to Orthodox Christianity, the Mongol conquest, and Ivan the Great.
   2. analyze Russia's relations with Western Europe.

G. understands the **civilization** of the High Middle Ages in Europe and is able to:
   1. explain how the growth of **trade** and towns influenced the power of central **governments**.
   2. analyze the struggle between church and state as exemplified by the case of Becket and Henry II.
   3. assess the impact of the Crusades on Christendom and Islam.
   4. describe the development and influence of the medieval universities.
   5. describe the origins of representative **government** in England including *Magna Carta* and the Model Parliament.
   6. describe late medieval achievements in art and architecture including gothic architecture.

IV. The student demonstrates a working knowledge of individuals, groups, ideas, developments, and turning points in the history of the world during the emerging global age 1400-1750.

A. understands the history of the waning of the Middle Ages and is able to:
   1. explain how Europe was weakened by the Crusades, the Black Death, and the Hundred Years War.
   2. explain how an increase in agricultural **productivity** helped promote the rise of the middle class.

B. understands the history of **Renaissance civilization** and is able to:

1. analyze the economic foundations of the **Renaissance**, including European interaction with Muslims, increased **trade**, role of the Medicis, and new economic practices.
2. describe advances in art, literature, scholarship, and **technology** including the work of Petrarch, Leonardo DaVinci, Michelangelo, Shakespeare, Gutenberg, and Prince Henry the Navigator.
3. compare and contrast the Italian and Northern **Renaissance**.

C. understands the history of the Ottoman and Moghul empires and is able to:
1. describe the rise of the Ottoman Empire from the capture of Constantinople through the reign of Suleiman the Magnificent.
2. describe the contributions of great Moghul rulers such as Akbar the Great.
3. identify Mogul contributions to art and architecture, including The Taj Mahal.

D. understands the economic changes during the emerging global age and is able to:
1. describe the Commercial Revolution and early **capitalism** in Europe.
2. describe the Reconquista and the expulsion of Jews and Muslims from Spain.
3. explain how the flow of gold and silver from the New World led to the Price Revolution in the Old.

E. understands the history of the Reformation and is able to:
1. explain how the theological, political, and economic ideas of Reformation figures Erasmus, Martin Luther, and John Calvin ended the 1000-year dominance of the Roman Church.
2. explain the circumstances leading to the English Reformation.
3. analyze the influence of religious conflicts on **government** actions, including the Edict of Nantes and the evolution of laws that reflect greater religious toleration.
4. describe ways in which the Counter-Reformation revitalized the Catholic Church including the significance of the Jesuits and the Council of Trent.

F. understands the history of Japan and China in the early global age and is able to:
1. explain how and why Japan embarked on a period of isolationism under the Tokugawa Shogunate.
2. assess Japanese art and literature, including kabuki theater, as a reflection of cultural ideals.
3. describe Ming contributions to art and learning.
4. describe the conquest of the Ming and the establishment of the Manchu Dynasty.
5. assess the growing European influence on China.

G. understands the rise of the European colonial empires and is able to:
1. explain the theory and practice of mercantilism.
2. describe the rise of the Portuguese, Spanish, Dutch, French, and English as colonial powers.

V. The student demonstrates a working knowledge of individuals, groups, ideas, developments, and turning points in the history of the world during Age of Revolutions 1650-1914.

A. understands the history and significance of the Scientific Revolution and is able to:
1. describe early prior advances in theory: Copernicus, Kepler, Bacon, Galileo.
2. analyze the significance work of thinkers such as Isaac Newton.

3. assess the importance of technological advances including the microscope and telescope.
4. analyze the differences between religion and science as keys to understanding nature.

B. understands the history of the Enlightenment and is able to:
1. summarize the ideas of significant thinkers including Hobbes, Locke, Voltaire, Montesquieu, Rousseau, Jefferson, Franklin, and Wollstonecraft.
2. explain how Enlightenment ideas were spread, including the work of Diderot and the role of the salons.

C. understands the history of the Age of Absolutism and is able to:
1. describe the nature of absolute **monarchy** in Spain (Charles V, Philip II), France (Henry IV, Richelieu, Louis XIV), Russia (Peter the Great, Catherine the Great), and Prussia (Frederick the Great).
2. explain how the balance of power concept and mercantilist policies were driving forces in international relations during the Age of Absolutism.

D. understands the history of great political revolutions and is able to:
1. explain the significance of The English Civil War, the failed experiment in republican **government**, the Restoration, and the Glorious Revolution.
2. describe the major figures and events in the French Revolution including the Estates General, fall of the Bastille, Robespierre and the Terror, and the events of Thermidor.
3. compare and contrast the American and French Revolutions.
4. describe the rise and fall of Napoleon and the Vienna Settlement of 1815.

E. understands the history of the Industrial Revolution and is able to:
1. explain the preconditions for Industrialism in place in England and Western Europe.
2. describe the technological advances made in textile production, the development of steam power, transportation, and communications.
3. explain the emergence of capitalist ideas, including the influence of Adam Smith, Thomas Malthus, and David Ricardo.
4. analyze various responses to **capitalism** including utopianism, **communism**, **socialism**, utilitarianism, and the social teachings of Leo VIII.
5. describe social changes caused by industrialism, particularly those effecting the urban working class.

F. understands the history of the urban **culture** of the 19th Century and is able to:
1. assess developments in public health and modernization: water, sewers, lights, parks, police.
2. assess the role of women in social **services**: Florence Nightengale, Jane Addams.
3. describe the role of realist writers including Dickens and Zola.

G. understands the search for political **democracy** and social justice and is able to:
1. explain how social dissatisfaction led to European-wide uprisings in 1848.
2. analyze how suffrage was extended throughout the 19th and 20th centuries with universal male suffrage becoming common and suffrage being extended to women in some cases.

H. understands the history of Western **nationalism** and **imperialism** and is able to:
1. describe the unification of Italy, including the roles of Mazzini, Garibaldi, and Cavour.
2. describe the unification of Germany, including the role of Bismarck.

3. analyze the impact of **nationalism**, Social Darwinism, and racism in development of imperialist ideology.
4. trace the development of European **colonialism** in Africa, Asia, and the Middle East.

I. understands the history of major developments in Japan and China and is able to:
1. assess the significance of the Meiji era, including the rise of Japan as an industrial and military power, the significance of the Sino-Japanese War, and the Russo-Japanese War.
2. describe the development of anti-foreign sentiment and the rise of Chinese **nationalism** including the Opium War, the Boxer Rebellion, and the 1911 Revolution.

J. understands the history of **nationalism**, resistance, and rebellion in India and Africa and is able to:
1. describe the growth of Indian **nationalism** as characterized by such developments as the Sepoy Rebellion and the rise of the British-educated Indian leaders of the nationalist movement.
2. describe African resistance to colonial rule such as the Malinke warriors against the French, the Zulu against the British, and the Ethiopian defeat of the Italians in 1896.

K. understands the history of progress and its limits during the 19th and early 20th centuries and is able to:
1. analyze progress in science and medicine: the Curies, Einstein, Lister, Pasteur, Darwin, Freud.
2. evaluate progress in **technology**: Bell, Benz, the Wright brothers, Edison, Marconi.
3. describe advances in living standards: public education, recreation.
4. describe the roles of literary figures such as Dostoyevski, Tolstoy, and Ibsen.

VI. The student demonstrates a working knowledge of individuals, groups, ideas, developments, and turning points in the history of the world during the Era of Global Wars 1914-1945.

A. understands the history of World War I and is able to:
1. analyze the long range causes: **nationalism**, **militarism**, the arms race, **imperialism**, the alliance system, the role of yellow journalism.
2. describe the immediate causes of the war in term of the events of August 1914.
3. describe the nature of total war and how it affected both the battlefield and the home front.
4. analyze the demographic impact of the war on the post-war generation.

B. understands the history of the Russian Revolutions of 1917 and their aftermath and is able to:
1. describe the events surrounding the Revolution of 1905.
2. explain how mismanagement of the war contributed to the February Revolution.
3. describe the roles played by Kerensky, Lenin, and Trotsky.
4. explain the emergence of the communist **dictatorship** during the Russian Civil War.

C. understands the aftereffects of war and **colonialism** and is able to:
1. evaluate the success of the Paris Conference and the Treaty of Versailles.

2. evaluate Woodrow Wilson's 14 Points.
3. describe the newly created nations in Eastern and Central Europe and their disputed boundaries.
4. analyze the weakness of the Weimar **Republic**.
5. evaluate Indian **nationalism** and the role of the Congress Party, Gandhi, and the Muslim Party.
6. trace the development of China and the Far East emphasizing the roles of the Kuomingtang, Chiang Kae-Shek, and Ho Chi Minh.
7. describe how post-war territorial settlements in the Middle East led to Arab dissatisfaction with the West.

D. understands the history of the rise of **militarism** and totalitarian states and is able to:
1. describe the nature and rise of totalitarian **governments** in Italy, Germany, and the Soviet Union.
2. analyze the nature of the Italian and German **dictatorships**, with special attention to the roles of Mussolini, Hitler, and anti-Semitism.
3. describe the major developments in the Soviet Union: the rise of Stalin, the collectivization of agriculture, the **purges**.
4. trace the development of **militarism** in Japan and expansion into Manchuria.

E. understands the history of origins of World War II and is able to:
1. evaluate the reasons for the failure of the democracies to answer aggressions in Manchuria and Ethiopia.
2. evaluate the lack of response to German aggression: the Anschluss, the Munich Crisis, the Hitler-Stalin Pact.
3. describe the relationship among the allies: Churchill, Roosevelt, and Stalin.

F. understands the history of World War II and is able to:
1. analyze the strengths and weaknesses of participants in terms of science, **technology**, and **human resources**.
2. describe the phase of Axis victories: German control of most of Europe and Japanese control of much of Asia.
3. describe life in Nazi Europe including forced labor, concentration camps, the Holocaust, resistance movements, and the officer's plot.
4. identify major turning points: Battle of Britain, Midway, North Africa, Stalingrad, Leningrad, the Normandy invasion, the bombing of Hiroshima and Nagasaki.
5. identify atrocities committed in the Pacific.

VII. The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the since World War II.

A. understands the history of the Cold War and is able to:
1. explain how the Yalta and Potsdam conferences led to zones of military occupation after World War II and the Soviets backed Communist parties in their zones.
2. explain how the Truman Doctrine and Marshall Plan were reactions to growing communist power.
3. list the European countries which were behind the "Iron Curtain".
4. explain the reasons the Soviets supported the Berlin blockade and the building of the Berlin Wall.
5. explain what NATO and the Warsaw Pact were and why they were formed.

6. explain how the Korean War and the Vietnam War were related to the Cold War.
7. compare and contrast the economic and political systems of the non-communist and communist nations
8. analyze the collapse of the Soviet Union (economic failure, **demand** for national and human **rights**, role of Gorbachev).

B. understands the growth of international peace-keeping organizations:
1. explain how the failure of the League of Nations and World War II led to the founding of the United Nations.
2. explain the principles embodied in the U.N. Charter and the Universal Declaration of Human Rights.
3. describe the economic and humanitarian achievements of the U.N.
4. analyze the successes and failure of U.N. peace-keeping efforts.

C. knows the history of major regional conflicts in the period since World War II and is able to:
1. explain the background of the conflict between Israel and its neighbors.
2. analyze the roots of the conflict between Hindus and Muslims in India.
3. trace the history of ethnic unrest in the Balkans.

D. understands the economic, military, and demographic shifts which have taken place in the world since 1945 and is able to:
1. explain the rise of Germany and Japan as economic powers.
2. explain the Chinese Communist Revolution and the role of Mao Zedong
3. analyze the economic and military potential of growing nations (including China, India, and Brazil)
4. explain the role of international economic organizations (European **Community**, OPEC, etc.)
5. analyze the implications of the growth of Islam as a religion and **culture**
6. explain how selected countries have dealt with the problems of independence from colonial rule

E. understands the impact of technological changes since the mid-Twentieth Century and is able to:
1. describe the development and use of nuclear energy in munitions, electrical power generation, and medicine.
2. analyze the impact of **technology** on communications, learning, entertainment, and bioscience (DNA, cloning, etc.).
3. explain the role of the environmental or "Green" movement.
4. explain how late Twentieth Century art, architecture, music, and literature have influenced modern **culture**.
5. assess the practical and intellectual impact of space exploration.
6. assess the role of mass education in developed and developing nations.

Appendix 6

RESOURCES

Civics-Government

National Standards

National Standards for Civics and Government, Center for Civic Education, 1994, Funded by the U.S. Dept. of Education and The PEW Charitable Trusts, 5146 Douglas Fir Road, Calabasas, California 91302-1467. (800) 350-4223, ISBN# 0-89818-155-0

National Law-Related Education Resource Center, American Bar Association, 705 N. Lake Shore Drive, Chicago, Illinois 60611. (312) 988-5000

National and State Organizations

The Center for Civic Education
http://civnet.org/civatas/partners/center.htm
5146 Douglas Fir Road
Calabasas, CA 91203
(818) 591-9321
www.civiced.org

Kansas Law and Citizenship Project
Kansas Bar Association
1200 Harrison
P.O. Box 1037
Topeka, KS 66601
(785) 234-5696
Newsletter: Law Wise

Reference Material/Lessons

Words That Made America Great, Jerome B. Agel, Random House, New York, 1997. Nearly 200 documents that define the American character from the nation's beginnings to today.

Take a Stand, Daniel Weizmann, Price Stern Sloan, Los Angeles, 1996. Getting to know government from an upper elementary student's perspective.

Prepare Citizens: Linking Authentic Assessment and Instruction in Civic/Law Related Education. B. Miller and L. Singleton, Social Science Education Consortium, Boulder, 1995.

Technology Resources

Kansas Citizen and Law Education Project
http://www.kscourts.org/

Teaching Tolerance Free
Magazine subscription upon request
400 Washington Avenue
Montgomery, AL 36104
info@abanet.org

Constitutional Rights Foundation
Dedicated to educating America's young people about the importance of civic participation in a democratic society. Under the guidance of a Board of Directors chosen from the worlds of law, business, government, education, the media, and the community. CRF develops, produces, and distributes programs and materials to teachers, students, and public-minded citizens all across the nation.
http://www.crf-usa.org

Institute for the Study of Civic Values
Established in Philadelphia in 1973 to promote the fulfillment of America's historic civic ideals. At a time when millions of Americans are struggling to identify the values that we share, the Institute for the Study of Civic Values believes that it is our civic values, the principles embodied in the Declaration of Independence, the Constitution, and the Bill of Rights, that bring us together as a people.
http://www.libertynet.org/edcivic/iscvhome.html

Kansas Government
http://www.ink.org/government.html

Economics

National Standards

Voluntary National Content Standards in Economics, National Council on Economic Education, in partnership with the National Association of Economic Educators and the Foundation for Teaching Economics, 1997, National Council for Economic Education, 1140 Avenue of the Americas, New York, NY 10036,
ISBN# 1-56183-433-5

National and State Organizations

The National Council on Economic Education
1140 Avenue of Americas
New York, NY 10036
(800) 338-1192
(212) 730-1793 Fax

Kansas Council on Economic Education
http://129.93.121.24/ks.html
Lisa A. Donnini, President/Executive Director
Wichita State University
Devlin Hall, Box 147
Wichita, KS 67260-0147
(316) 978-5183

Emporia State University
Campus Box 4058
Emporia, KS 66801-5087
Rob Catlett, Director
(316) 341-5678
catlettr@esumail.emporia.edu

Fort Hays State University
Department of Teacher Education
Hays, KS 67601-4099
Wally Guyot
(785) 628-4204

University of Kansas
9 Bailey Hall
Lawrence, KS 66045

Barbara Phipps
(785) 864-9682
phipps@ukans.edu
www.soe.ukans.edu/cee

Kansas State University
2323 Anderson Avenue #229
Manhattan, KS 66502-2912
Dorothy Soldan
(785) 532-5597
dsoldan@ksu.edu

Pittsburg State University
207 Hughes Hall
Pittsburg, KS 66762
Alice Sagehorn
(316) 235-4499
asagehor@pittstate.edu

Wichita State University
Campus Box 78
Wichita, KS 67260-0078
Jim Clark
(316) 978-3452
jeclark@twsuvm.edu

The Foundation for Teaching Economics
http://www.fte.org/
260 Russell Boulevard, Suite B
Davis, California 95616-3839
(530) 757-4630

Missouri Council on Economic Education
4747 Troost
Kansas City, Missouri 64110
(816) 235-2654
(816) 235-2651 fax
mcee@ccte.umke.edu

Indiana Department of Education
Office of Program Development
Room 229
State House
Indianapolis, Indiana 46204-2798
(317) 232-9186

Reference Material/Lessons

A Framework for Teaching Basic Economic Concepts, K-12, National Council on Economic Education

Economics America Curriculum, National Council on Economic Education, This is a series of publications for various grade levels aimed at integrating economic education with the teaching of history.

Elementary

Master Curriculum Guide: Teaching Strategies Grades K-2
Master Curriculum Guide: Teaching Strategies Grades 3-4

Middle School

Master Curriculum Guide: Teaching Strategies Guide 5-6
Focus: Middle School Economics

High School

Focus: High School Economics
Capstone: The Nation's High School Economics Course
Economics in Ten Lessons, Henry Hazlett

Technology Resources

Using the Internet to Teach Economics
http://www.fte.org/weblessons.html

Geography

National Standards

National Geography Standards, Geography for Life, 1994, Developed on behalf of the American Geographical Society, Assoc. of Am. Geographers, Natl. Council for Geographic Education and the Natl. Geographic Society, National Geographic Society, PO Box 1640, Washington, D.C. 20013-1640, (800) 368-2728, ISBN #0-7922-2775-1

National and State Organizations

National Council for Geographic Education
1600 M Street, NW
Suite 2500
Washington, D.C. 20036
(202) 775-7832
http://multimedia2.freac.fsu.edu/NCGE/

National Geography Educational Services
1145 17th Street, N.W.
Washington, D.C. 20036-4688
(800) 368-2728

Kansas Geography Alliance
FHSU
600 Park Street
331 Tomanek Hall
Hays, KS 67601-4099
(785) 628-5821
http://www.fhsu.edu/kga/
Geography workshops and teaching materials for K-12 teachers; free membership includes tri-yearly newsletter with lessons; membership also provides access to teacher materials and lessons from the Alliance and National Geographic Society.

Reference Material/Lessons

The Annual Editions Series. The Dushkin Publishing Group, Inc., Guilford, Connecticut 06437. A series of over 50 volumes on a wide variety of topics for all the social studies disciplines (sample--Africa, American Government, Post-Civil War American History, China, Global Issues, Macroeconomics, Mondy and Banking, Third World, Pre-Modern World History, World Politics); low-cost access to a wide range of current articles from magazines, newspapers,

and journal; include topic guides, annotated tables of contents, unit overviews, index, Instructor's Resource Guide, test questions; secondary level.

Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009. ARGUS Activities and Teacher's Guide (Acronym for Activities and Readings in the Geography of the United States) 36 student activities with reproducible masters on U.S. geography; well-suited for integrating into U.S. history; secondary though some could be adapted for elementary use.

Center for Teaching International Relations, University of Denver, Denver, Colorado 80208, (303) 871-2164. Ready to use lessons and activities on a wide range of social studies topics (sample geography titles: *Teaching About Africa, Exploring the Developing World, Global Issues in the Elementary Classroom, Geographic Perspectives*); catalog.

The Population Reference Bureau, Inc., 1875 Connecticut Avenue, N.W., Suite 520, Washington, D.C. 20009, (202) 483-1100. Data and ready to use lessons and activities on topics concerning population (sample title: *Connections: Linking Population and the Environment*, available for both elementary and secondary); catalog available.

U.S. Census Bureau, Data User Services Division, U.S. Department of Commerce, Washington, D.C. 20233. Data, information, and teaching suggestions on a wide range of census-related topics available for communities, states, U.S.; catalog available.

The World Bank, 1818 H Street, NW, Washington, D.C. 20433. Data, information, and teaching suggestions on a wide range of development topics (samples: *The Development Data Book: A Guide to Social and Economic Statistics*, with a comprehensive data table; *The Environmental Data Book: A Guide to Statistics on the Environment and Development*); catalog available.

World Eagle, Inc., 64 Washburn Avenue, Wellesley, Massachusetts 02181. Up-to-date, reproducible, black line maps, graphs and tables in atlases on world regions with teaching suggestions (sample titles: *Africa Today, The Middle East Today, The United States Today*); catalog available.

Technology Resources

How Far Is It?
http://www.indo.com/distance/

E-Conflict
http://www.emulateme.com/

Cities of Today, Cities of Tomorrow Units
http://www.un.org/Pubs/CyberSchoolBus/special/habitat/toc.htm

History

National Standards

National Standards for History, National Center for History in the School, 1996, University of California, Los Angeles, California. ISBN# 0-9633218-4-6.

National Standards for History for Grades K-4: Expanding Children's World in Time and Space, 1994, National Center for History in Schools, University of California, Los Angeles, 10880 Wilshire Blvd., Suite 761, Los Angeles, California 90024-4108. ISBN# 0-9633218-3-8.

National Standards for World History: Exploring Paths to the Present, 1994, Grades 5-12 Expanded Edition, National Center for History in Schools, University of California, 10880 Wilshire Blvd., Suite 761, Los Angeles, California 90024-4108. ISBN# 0-9633218-2-X.

National and State Organizations

National Council for History Education
26915 Westwood Road, Suite B2
Westlake, OH 44145
http://www.history.org/nche/

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016
(202) 966-7840
http://www.ncss.org/

National Center for History in the Schools
UCLA, 231 Noore Hall
Los Angeles, CA 90024
(310) 825-4702

Kansas Council for History Education
C/O Mike Bruner
1002 Pecan
Humbolt, KS 66748
(316) 472-3698

Kansas State Historical Society
6425 S.W. Sixth Avenue
Topeka, KS 66615
(785) 272-8681
www.kshs.org

Kansas Heritage Center
1000 North 2nd Avenue
P.O. Box 1207
Dodge City, KS 67801
(316) 227-1616
info@ksheritage.org

American Association for State and Local History
1717 Church Street
Nashville, TN 37203
(615) 320-3203
www.aaslh.org

Reference Material/Lessons

Kansas

Indians of Kansas, William Unrau, Kansas State Historical Society, Topeka, KS, 1991.

Kansas History: An Annotated Bibliography, Homer Socolofsky and Virgil Dean, Greenwood Press, New York, 1992.

Kansas: A Land of Contrasts, Robert W. Richmond, Forum Press, St. Louis, MO, 1981.

Kansas Land, Thomas Isern and Raymond Wilson, Peregrine Smith Books, Salt Lake City, UT, 1988.

Kansas Revisited: Historical Images and Perspectives, Paul Stuewe, editor, Division of Continuing Education, University of Kansas, Lawrence, KS, 1990.

Peopling the Plains: Who Settled Where in Frontier Kansas, James Shortridge, University Press of Kansas, Lawrence, KS.

U.S. History

After the Fact: The Art of Historical Detection, James West Davidson and Mark Hamilton Lytle, Publ Alfred A. Knopf, 1986.

The American Reader...words that moved a nation, Diane Ravitch, ed., Harper Perennial.

Bring History Alive! A Sourcebook for Teaching American History, National Center for History in the Schools, Editors David Vigiliante and Ross E. Dunn, University of California, Los Angeles, UCLA Book Zone, The UCLA Store, 308 Westwood Plaza, AckermanUnion, Los Angeles, CA 90024-8311, (310) 206-0788. ISBN# 0-9633218-6-2.

The Story of American Freedom, Eric Foner, 1998.

The American Political Tradition and the Men Who Made It, Richard Hoftadter, 1997.

A History of the Supreme Court, Benard Schwartz, 1995.

World

The Rise of the West: A History of the Human Community, William H. McNeill, 1991.

Europe: A History, Norman Davis, 1998.

Africa: The History of the Continent, John Iliffe, 1995.

China: A New History, John King Fairchild and Merle Goldman, 1998.

History of the World, J.M. Roberts, 1993.

The Greatest Benefit of Mankind: A Medical History of Humanity, Roy Potter, 1998.

Building a World History Curriculum, National Council for History Education, 1997.

Bring History Alive! A Sourcebook for Teaching World History, National Center for History in the Schools, 1996, Editors David Vigiliante and Ross E. Dunn, University of California, Los Angeles, UCLA Book Zone, The UCLA Store, 308 Westwood Plaza, Ackerman Union, Los Angeles, CA 90024-8311, (310) 206-0788. ISBN# 0-9633218-6-2.

Technology Resources

Kansas Historical Society Teachers Page
http://ukanix.cc.ukans.edu/heritage.kshs/you/teach.htm

National History Day
http://www.thehistorynet.com/NationalHistoryDay/

Smithsonian Institution
http://www.si.edu/

United States Holocaust Museum
http://www.ushmm.org/

The American Civil War Page
http://funnelweb.utcc.utk.edu/~hoemann/warweb/html

History Today
http://www.historytoday.com

History Channel Classroom
http://www.historychannel.com/histnav.map/10318

Social Studies

National Standards

Curriculum Standards for Social Studies: Expectations for Excellence, National Council for Social Studies, 1994, 3501 Newark Street, N.W., Washington, D.C. 20016. ISBN# 0-87986-065-0

Organizations

National Council for the Social Studies
3501 Newark Street, N.W.
Washington, D.C. 20016
(202) 966-7840

Kansas Council for Social Studies (KCSS)
C/O Reba Larson
6926 West 101st Street
Overland Park, KS 66212
(913) 381-3635

Reference Material/Lessons

Current events posters, videotapes, student papers (often sponsored by local newspaper). NewsMatters by Knowledge Unlimited, Inc., P.O. Box 52, Madison, WI 53701. (800) 356-2303

TV News Game by Cass Street Publishers, Inc., 2424 E. Webster #102, Milwaukee, WI 53211. Contact: Mary Reardon, (414) 906-9500.

Renewing the Social Studies Curriculum, Walter C. Parker, Association for Curriculum Supervision and Curriculum Development, Alexandria, Virginia, 1991.

Assessing Discussion of Public Issues, in Evans, R.W. and D.W. Szxe (eds) Handbook on teaching social issues, D. Harris, NCSS Bulletin 93, Washington, D.C., National Council for Social Studies, 1997.

The Teaching of Thinking and Problem Solving, R.S. Nickerson, R.J. Sternberg ed. Thinking and problem solving, San Diego: Academic Press, 1994.

Strategic Teaching and Reading Project, North Central Regional Educational Laboratory (NCREL), Office of Educational Rsearch and Improvement, Oak Brook, Il, W.W. Wilen and J.A. Phillips, Teaching Critical Thinking, Social Education 59(3);135-138, 1995.

Technology Resources

Social Studies Resources
http://sun.kent.wednet.edu/curriculum/soc_studies/soc_studies.html

Library of Congress: Links to current exhibitions/services. Check out Research Tools.
http://lcweb.loc.gov

Social Studies Teaching Aids: National Council for Social Studies Guidelines for Teaching about the Holocaust, National Archives, Digital Classroom, Social Studies Lesson Plans, C-Span Weekly Lesson Plans and Resources for Social Studies Teachers, Social Studies School Services. http://coolschool.edu/

Teaching Strategies: Books Subject Based and Interdisciplinary Instruction: Carousel, Brainstorming, Clue Deliberations, Merging Time Lines, Simulations and Strategies for American History, Sentence Strips, Venn Diagrams.
http://www.interactiveclassroom.com/

Social Studies Lesson Plans and Resources: This site contains lesson plans and resources from the Internet which social studies teachers will find useful. Links on this site contain: Lesson Plans and Teaching Strategies, On-line Activities, Teaching Current Events. Other Social Studies Resources, National Council for the Social Studies, news groups and Mailing Lists, Social StudiesService Educational standards and Curriculum Frameworks.
http://www.csun.edu/

SSCED - Teaching Strategies: A great cite for teaching strategies! There are many ways to teach social studies.
http://www.tea.state.tx.us/

Lesson Plans: K-12 Lesson Plans, The Awesome Library of Social Studies Lesson Plans.
http://nopsstech.com/

Appendix 7

Kansas Civics-Government, Economics, Geography, and History Standards Writers

Mr. Mike Bruner, Teacher, High School
Ms. Jennie Chinn, Education Director, Kansas State Historical Society
Mr. Dale Eggen, Teacher, High School
Dr. Jim Haas, Director of Public Information, Adj. Professor
Dr. Dan Harden, Professor, Higher Education
Ms. Sara Harris, Instructor, Community College
Ms. Patty Hart, Special Ed Director, Service Center
Ms. Ginny Hoover, Teacher, Social Studies Leadership Chair, Middle School
Ms. Kathleen Lomshek, Teacher, Elementary
Dr. Susan Myers, Assistant Superintendent
Mr. Bill Musick, Community Member
Ms. Judy Park, Teacher, Elementary
Ms. Claudia Peebler, Instructional Coordinator/Teacher, Elementary
Ms. Pat Phillips, Teacher, Middle School
Mr. Stuart Phipps, Social Studies Coordinator/Teacher, K-12
Ms. Sherry Reed, Resource Specialist, Service Center
Ms. Debbie Restivo, Teacher, Elementary
Ms. Barbara Russell, Social Studies Coordinator, K-12
Ms. Darla Smith, Social Studies Coordinator, K-12
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